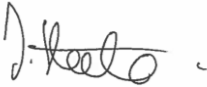




## SAFEGUARDING POLICY

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<b>Signed</b>	
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## **1. Introduction**

This policy has been developed to ensure that all adults at Raise Education & Well-being School are working together to safeguard and promote the welfare of children & young people and young people. This policy has been ratified by the Board of Trustees and Governing Body at its meeting on September 2018 and will be reviewed in September 2019. See appendix C for a summary of a 'good' safeguarding school.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children & young people, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children & young people, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.

The PROPRIETOR or, in their absence, the authorised member of senior staff has the ultimate responsibility for safeguarding and promoting the welfare of children & young people.

Safeguarding and promoting the welfare of children & young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of Raise Education & Well-being School. This policy complements and supports other relevant school and Local Safeguarding Board policies.

Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children & young people 2018', Raise Education & Well-being School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

## **2. Ethos**

Raise Education and Wellbeing School aims to create and maintain a safe learning environment where all children and young people and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children and young people 2018' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children & young people, young people and staff.

Raise Education and Wellbeing School is committed to supporting the delivery of effective early help using The Multi-Agency Levels of Need and Response Framework. The children and young people have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

### **3. Safeguarding Definition**

Safeguarding and promoting the welfare of children & young people is defined for the purposes of this guidance as: protecting children & young people from maltreatment; preventing impairment of children & young people's health or development; ensuring that children & young people grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children & young people to have the best outcomes.

*("Working Together to Safeguarding Children & young people" DfE 2018)*

### **4. Child Protection Definition**

Child Protection is a part of the safeguarding agenda. It refers to the action that is required to be undertaken to protect children & young people who are suffering, or are likely to suffer, significant harm.

THIS POLICY ENCOMPASSES CHILD PROTECTION.

### **5. Rationale**

At Raise Education and Wellbeing School we recognise the responsibility we have under Section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children and young people. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

Staff and volunteers working in our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the correct persons or services for support and intervention. Everyone working or volunteering at this school is trained to recognise signs of concern and in line with this policy must report concerns following school and local authority procedures.

Staff and volunteers are updated on safeguarding issues frequently across the year via the staff notice board, emails, briefings, as well as full staff meetings. These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children and young people from harm.

In our school we believe that the welfare of every child is paramount, and we take safeguarding very seriously. Therefore, should staff have any concerns they feel are of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected, and that key staff in school are aware promptly of any such concerns. We are aware that this can lead to challenge from parents/carers, but at all times we collectively work to ensure that the child is at the heart of all our decisions and that we act in their best interests.

## 6. Purpose

The purpose of the policy is to ensure that the welfare of children and young people is understood and promoted at all times. In this school we understand that the welfare of the child is paramount.

We strive to ensure that all children and young people regardless of their age, gender, ability, culture, race, language, religion or sexual identity are protected from harm in all its forms. All staff and volunteers have an equal responsibility to act on concerns, suspicions or disclosures that lead them to suspect or understand a child may be at risk of harm.

As part of our duty of care we also work to ensure that pupils and staff involved in safeguarding and child protection issues receive appropriate support.

All staff and volunteers are required to adhere to our Code of Conduct (including the use of ICT and social media). All staff and volunteers understand what to do if there are concerns or allegations about any adult working or volunteering in our school during or outside of the normal school day.

**The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working** on behalf of Raise Education and Wellbeing School. We expect that this policy takes primacy over other agency policies when work is being delivered on this site or on our behalf, as we maintain a duty of care to all in our school community. Any expected exception to this must be named and negotiated ahead of work being undertaken.

## 7. Language

Safeguarding and promoting the welfare of children and young people refers to the process of protecting children and young people from maltreatment, preventing the impairment of children and young people's health or development, ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children and young people to have the best life chances.

Early Help refers to mechanisms providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Child Protection refers to the activity undertaken to protect specific children and young people who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the School in either a paid or voluntary capacity and will be used from this point on in this document.

Parent refers to birth parents and other adults who are in a parenting role including: step-parents, foster parents, carers and adoptive parents.

## 8. Contents

This policy has been divided into four key areas:

Prevention  
Procedures and Record Keeping  
Support  
Safer Recruitment

Additional materials are referenced or provided in the Appendices.

Detailed procedural guidance and additional references are available to all staff and governors here - [Greater Manchester Safeguarding Procedures](#) .

## 9. Prevention

We will establish and maintain an ethos where:

Children and young people feel safe and secure in an environment which allows them to learn and develop on a journey to achieving their full potential.

Children and young people understand that there are adults in the school whom they can talk to if worried, scared or facing difficulty. We will work hard to be a restorative staff team who actively listen and respond.

Staff development and awareness in respect of safeguarding is given the highest priority across the school to ensure we all fully understand and implement the national and local agenda.

We deliver a broad, balanced and age appropriate PSHE (Personal, Social, Health and Economic) Education Programme, where children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. It will support them to manage and assess risk effectively and develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support.

Children and young people are supported in recognising risks in various forms including on the internet. That children and young people understand what kind of physical contact is acceptable and can recognise inappropriate pressure from others, including that which threatens their personal safety and wellbeing and give them strategies to counter this.

Staff feel empowered to share safeguarding concerns in a swift and timely way bringing them to the attention of the Designated Safeguarding Lead (DSL) and / or the Headteacher accepting that safeguarding is the responsibility of all in our community, staff feel able to ask safeguarding questions and receive appropriate feedback following up on concerns as part of this shared responsibility to safeguard children and young people.

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA) and Local Safeguarding Children and Young People Board (LSCB), via the Senior Advisor for Safeguarding in Education (SASE) to ensure a multi-agency awareness and that strategies are developed.

There is a clear approach to substance misuse (drugs and alcohol). Any issues of drugs and substance misuse are recorded and there are strategies to educate children and young people appropriately delivered throughout the school and curriculum.

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those children and young people and, in doing so, providing information about the 'voice of the child' and the child's personal experiences and perspectives as evidenced by observations or information provided.

Our school's arrangements for consulting with, listening and responding to pupils are undertaken through the Pupil Voice, Form Tutors and YP Champions.

Our school's arrangements for consulting with, listening and responding to parents are led and managed by a member of SLT.

There is a commitment to the continuous development of staff with regard to safeguarding training:

- All staff access training annually with regular updates across the academic year.
- We undertake LSCB Basic Awareness training and all new staff, as part of their induction, access safeguarding training within the first term of their employment/placement.
- The Designated Leads attends the LSCB DSL safeguarding training on bi-annual basis.
- The Designated Safeguarding Leads attend the Designated Safeguarding Lead Network Meetings held each term, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally.

## 10. Definitions

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children and young people experience and work to the following definitions:

All school staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues may overlap with one another.

### **Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children and young people.

### **Physical abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children and young people. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children and young people frequently to feel frightened or in danger, or the exploitation or corruption of children and young people.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children and young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children and young people to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children and young people.

### **Child Sexual Exploitation (CSE)**

is a form of child sexual abuse, it involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts or money) as part of a grooming process. Ultimately, this results in them engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the Greater Manchester CSE policy and procedures and of the school screening tool (SERAT) including where to find it, how to complete it and what happens next.

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual



exploitation does not always involve physical contact; it can occur through the use of technology.

(Child Sexual Exploitation, DfE, Feb 2017)

### **Neglect**

The persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. Including neglect of, or unresponsiveness to, a child's basic emotional needs.

### **County Lines – Child Criminal Exploitation**

While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is now recognised as a major factor behind crime in communities across the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm.

CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

Children and young people as young as 10 or 11 are being groomed to enter gangs and commit crime on behalf of older criminals. These young people are being exploited and, by being persuaded or lured into carrying out illegal activities, often with the promise of something they desire as a reward, they become incredibly vulnerable.

Victims of CCE are often fearful of getting into trouble themselves – for the very actions they have been exploited into carrying out – so it can also be difficult to get these young people to come forward and speak out about their situation.

### **What is County Lines?**

County lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and young people and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults and local communities.

### **Spotting the Signs**

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out of area.
- Unexplained acquisition of money, clothes, or mobile phones.
- Excessive receipt of texts / phone calls.
- Relationships with controlling / older individuals or groups.
- Leaving home / care without explanation.
- Suspicion of physical assault / unexplained injuries.
- Parental concerns.
- Carrying weapons.
- Significant decline in school results / performance.
- Gang association or isolation from peers or social networks.
- Self-harm or significant changes in emotional Wellbeing.

### **Children and young people who harm others**

The detriment caused to children and young people by the harmful and bullying behaviour of other children and young people can be significant. This may involve single incidents or ongoing physical, sexual or emotional (including verbal) harm perpetrated by a single child or by groups / gangs of children and young people. Such harm or abuse will be referred to the Multi-agency Safeguarding and Support Hub (MASSH) or Police and other agencies as appropriate and further advice and guidance sought.

## **11. Confidentiality and Information Sharing**

Staff ensure that confidentiality protocols are followed, and information is shared appropriately. The Proprietor, Headteacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children and young people. All staff and volunteers must be clear with children and young people that they cannot promise to keep secrets. This is supported by our Confidentiality Policy.

## **12. Roles and Responsibilities**

The school will ensure that every member of staff and person working on behalf of the School:

- Knows the name and of the DSL(s), understands his / her role and responsibilities, and how to contact them.
- Understands they have an individual responsibility to refer safeguarding and child protection concerns.
- Will receive training at the point of induction so that they know:
  - Their personal responsibility / code of conduct / teaching standards.
  - LSCB child protection procedures and how to access them.
  - The need to be vigilant in identifying cases of abuse at the earliest opportunity.
  - How to support and respond to a child who discloses abuse / significant harm.
  - Their duty concerning unsafe practices of a colleague.
  - The DSL(s) will disclose any information about a pupil to other members of staff **only** on a need to know basis.

- The school will undertake appropriate discussion with parents / carers prior to involvement with other agencies wherever this is appropriate.
- The school will ensure that parents / carers have an understanding of their obligations re: Child Protection by intervention as and when appropriate.
- To develop effective links with relevant agencies in relation to safeguarding (Child Protection).
- To ensure that, where there are unmet needs, an assessment of early help is initiated.
- To send appropriate representatives to strategy meetings, case conferences, core groups and child protection review meetings.

We will notify any Lead Social Worker if:

- A pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent).
- There is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- If a child is missing and there is a need to follow statutory guidance on Children and Young People Missing Education (CME).

### **13. Safer Use of the Internet and Digital Technology (including Early Years Provision)**

Raise Education and Wellbeing School recognises that in a modern learning environment, use of the internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child / young person's safety will remain the priority of the school.

All staff are aware that any items that have capability for use of the internet or the creation of digital images (including mobile phones) must be used by children and young people under appropriate supervision and in accordance with the school's acceptable use policy. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with school policy.

Children and young people are not permitted to directly access items that do not belong to the school, without appropriate risk assessments and permission being sought. The school has a separate policy on the use of personal devices which all children and young people must adhere to.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Proprietor, Headteacher or DSL will be informed immediately.

#### **Use of mobile phones**

Mobile phones have a place in settings, especially on outings when they are often the only means of contact available to settings and can be helpful in ensuring children and young people are kept safe.

We will:

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.

- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children and young people.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and understand how to avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.
- Adhere to the school policy on the recording of images and the use of equipment.

### **Work Mobile Phones and Tablets**

To protect children and young people, we will ensure that the work mobile and tablet:

- Is only used by allocated people.
- Is protected with a password / PIN and clearly labelled.
- Is stored securely when not in use.
- Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.
- If used for taking photographs, the images are deleted regularly and are taken in line with prior written parent / carer permission.

Visitors are not permitted to use mobile phones or other camera / internet enabled devices without the express permission of the Headteacher.

Children and young people have signed consent from their parents / carers giving permission for the child to have a mobile and agreeing that they will be stored securely and be switched off or on silent whilst in the setting.

### **Cameras: Photography and Images**

The vast majority of people who take or view photographs or videos of children and young people do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children and young people through taking or using images, we must ensure that we have safeguards in place.

To protect children and young people, we will:

- Obtain parents' and carers' consent for photographs to be taken used or published (for example, on our website or displays).
- Ensure the school's designated camera is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that children and young people are appropriately dressed, and only use the child's first name with an image.
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit consent from the school, for example, for a special event, such as a Christmas play.
- Ensure that all images are stored securely, and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.

- Ensure where professional photographers are used DBSs, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras and camera enabled devices by children and young people are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny.

## 14. Youth Produced Sexual Imagery

'Sexting' describes the use of technology to share sexual and sexually implied content. This content includes texts, photos of partial nudity and sexual images or video. This could be shared between partners, peers and strangers. Individuals may use a range of technology to share the content.

*The sharing of naked pictures is not a new thing but the speed with which you can share and the potential audience size has dramatically changed as a result of the online world.*

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

On this basis this advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues this advice addresses.

'Youth produced sexual imagery' best describes the practice because:

'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.

'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.

'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

*Sexting in schools and colleges: responding to incidents and safeguarding young people*  
(DfE, Nov 2016)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_293\\_9\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_293_9_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

'Sexting' (self-generated inappropriate images) is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However, Raise Education and Wellbeing School takes a pro-active approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as:

- Inappropriate images or videos generated by children and young people under the age of 18, or
- Of children and young people under the age of 18 that are of a sexual nature or are indecent.
- These images are shared between young people and / or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may or may not know.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that Raise Education and Wellbeing School applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason, the Designated Safeguarding Lead (or Headteacher in the absence of the DSL) needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

Further advice can be found here:

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

[Sexting In Schools Jan17.pdf](#)

## **15. Cyber Bullying**

Cyber bullying is defined and covered in our anti-bullying policy.

## **16. Online and Gaming Safety**

The internet and internet gaming are enjoyed by many people and are often activities families can enjoy together. However, use of the internet and online games isn't without risk.

As part of our approach to online safety we will support pupils and their families in understanding the potential risks of online activity and how best to avoid them. We will work with parents and carers to support them in the following:

- Understanding the appropriateness of games and apps.
- Location and access to information and resources for adults and pupils.
- Teaching e-safety in the curriculum.
- Offering parental information and advice sessions.
- Raising awareness of online grooming.
- Teaching our children and young people how to report abuse or concerns.

In school we ensure that we have suitable filtering and monitoring systems in place, as described in *Keeping Children and young people Safe in Education 2018*.

## 17. Procedures and Record Keeping

Raise Education and Wellbeing School will follow [Greater Manchester Safeguarding Procedures](#) in detail and adhere to any local guidance and policies from LSCB as required.

The Raise Education and Wellbeing School will ensure that Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:

- Used fairly and lawfully.
- For limited, specifically stated purposes.
- Used in a way that is adequate, relevant and not excessive.
- Accurate.
- Kept for no longer than necessary.
- Handled according to people's data protection rights.
- Kept safe and secure.

Any concerns about a child will be recorded in writing as soon as possible and in any circumstance within 24 hours. **The inability to record a concern should not delay the sharing of urgent information to the DSL (police or social care if required) verbally. Written records should then be made as soon as possible.**

All records will provide a factual, evidence-based account using the child's words. Timely, accurate recording of every episode / incident / concern / activity / actions will be made **including telephone calls to other professionals**. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from Children and Young People's Social Care (via the MASSH), Senior Advisor for Safeguarding in Education (SASE) or the Local Area Designated Officer (LADO), whenever necessary.

Hard copies of records or reports relating to safeguarding and child protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these or electronic records will be controlled by the Headteacher and Designated Safeguarding Lead. There will be an indicator on the main file that the child has an additional record to ensure that this is not overlooked.

There is always a DSL on hand who has the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out this important role.

This safeguarding policy is updated annually or in line with any new DfE guidance (as required).

In the case of child protection referral, the DSL will contact MASSH immediately (alongside any other emergency or support services that may be required).

In the case of poorly explained serious injuries / injuries causing concern or where behaviour or concerns arouse suspicion or if in any doubt, the Designated Safeguarding Lead should contact the MASSH for advice.

The DSL will keep written (electronically or by hand), signed, timed and dated records detailing any disclosures and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral to the MASSH in writing using a Child Protection Referral Form within 24 hours.

Conversations with a child who appears to disclose abuse should follow the basic principles:

- Listen rather than directly question, remain calm.
- Never stop a child who is recalling significant events.
- Make a record of discussion to include time, place, persons present and what was said (in their own words).
- Advise the child you will have to pass the information on.
- Never take photographs of any injury or record conversations electronically.
- Never promise confidentiality to a child or adult.

Where an allegation of abuse is made against any member of staff/ volunteer, deputy or designated safeguarding person, the Headteacher / Proprietor will speak with the LADO at the Safeguarding Children and Young People Unit to discuss the next steps.

If the allegation is against the Headteacher or Proprietor, the Chair of Governors should be contacted immediately, and seek advice from the LADO. If the allegation is against both Headteacher and Chair, then the LADO should be contacted directly. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. Professionals can contact the LADO directly if they feel it is more appropriate to do so.

Our school has a whistleblowing procedure. It is important to note that is part of a professional's duty to report safeguarding issues, without the expectation of anonymity. Safeguarding and whistleblowing should not be confused. "Safeguarding" refers to reporting concerns designed to protect children and young people from harm and taking action to enable all children and young people to have the best outcomes. In contrast "whistleblowing" describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds.

All parent disclosures are recorded in the same way as staff/student disclosures. However, clear guidance is given to parents on how to make a formal referral to MASSH.

## **18. Supporting Vulnerable Pupils**

The school will endeavour to support vulnerable pupils through:

- Its ethos and culture which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- Its behaviour policy - aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach, working to support children and young people in developing positivity.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children and young people living in difficult home environments are vulnerable and are in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Ensuring designated safeguarding staff and their team have the opportunity to attend face to face LSCB training and network updates. (For example, child sexual exploitation, domestic violence, drugs / alcohol substance misuse, Female Genital Mutilation-FGM, etc).
- Ensuring information is transferred safely and securely when a pupil with a child protection record transfers to another school. Also notifying Key Workers or Social Workers where a child leaves the school (as appropriate).



## **19. Peer on Peer Abuse**

Staff recognise that children and young people are capable of abusing their peers. The Governing Body has identified procedures to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. Raise Education and Wellbeing School has a clear procedure on how victims of peer on peer abuse will be supported.

## **20. Safeguarding Children and Young People with Additional Needs and / or Disabilities**

Evidence on the extent of abuse among children and young people with disabilities suggests that they are at increased risk of abuse, and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect. Research also indicates that, as well as being the least protected, children and young people with disabilities are also the least consulted in routine assessments. Raise Education and Wellbeing School seeks to address and challenge these practices by affirming their understanding of the issues facing children and young people with disabilities and its commitment to removing the barriers that prevent children and young people with disabilities from accessing their rights.

## **21. Early Identification Recognising and Responding to Safeguarding Needs**

The school acknowledges the findings of Serious Case Reviews, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. The DSL ensures they have information from SSCB in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding. As part of our ongoing culture of vigilance and development we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our pupils and staff.

All staff have seen and understand the [Levels of Need](#) document and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance all staff receive regular training and updates to help them identify when a child is vulnerable.

In school we have staff that are trained and can support colleagues to identify and respond to:

- Neglect.
- Drug / substance / alcohol misuse (both pupil and parent).
- Child sexual exploitation / trafficked children and young people.
- Children and young people missing education.
- Domestic abuse.
- Peer relationship abuse.
- Peer abuse.
- Emotional wellbeing and mental health.
- Risky behaviours.
- Sexual health needs.
- Obesity / malnutrition.
- Online grooming.
- Inappropriate behaviour of staff towards children and young people.

- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
- Self-harm.
- Female Genital Mutilation.
- Forced Marriage .
- Young carers.
- The potential additional needs of some learners such as Looked After Children and young people (LAC), children and young people who have been previously LAC, those who have Special Educational Needs or Disabilities (SEND) and children and young people whose families are seeking asylum.
- How an Education Health Care (EHC) plan links with other safeguarding processes

The DSLs are members of the school senior leadership team, in line with local and national guidance, receive regular training and updates to equip them with the skills and knowledge to deliver in this role. A DSL is always available to offer advice and support to school staff when school is open including before and after school activity or for trips and visits.

School staff contribute to assessments and actively support multi- agency planning for children and young people. Staff have an understanding of the Early Help Assessment (EHA) and Intervention model and make decisions based on a child's development needs, parenting capacity and family and environmental factors to support referrals.

We use the [Levels of Need](#) document to inform our decision making.

In contributing to meetings, in addition to information about the child's academic functioning, the school provides information about the 'voice of the child' and the child's experiences of life as evidenced by observations or information provided through the multi-agency forum.

## **22. Extremism and Radicalisation**

Raise Education and Wellbeing School seek to protect children and young people from the influences of all violent extremism including, but not restricted to:

- Extremist Far Right / Neo Nazi / White Supremacist ideology.
- Islamic extremist ideology.
- Irish Nationalist and Loyalist paramilitary groups.
- Extremist animal rights movements.

The current threat from terrorism and extremist groups in the United Kingdom may include the exploitation of vulnerable people. Groups may seek to influence vulnerable children and young people and involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Raise Education and Wellbeing School is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern.

Prevention work and reductions of risks will include the PSHE curriculum, SEND policy, integration of pupils by gender and SEN, the application of the anti-bullying policy and a commitment to building and maintaining an inclusive and fair school environment and community. We will apply an appropriate school letting policy. Whilst the education of children and young people is the prime purpose of our school it is recognised that the school operates

in the wider community. Its facilities are therefore only available to local groups when this does not conflict with either the interests of its pupils or the wellbeing and workload of its staff.

## **23. Other Specific Safeguarding Issues**

### **Domestic abuse / violence**

In our school we believe that all our pupils have the right to be safe at school and also in their own homes. We are aware that some children and young people may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. Where we are concerned that domestic abuse or violence is present in the home we will follow our safeguarding and domestic abuse processes.

### **Honour Based Violence (HBV) including Forced Marriage (FM)**

Our staff have been trained to understand honour-based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

As a school we would never attempt to intervene directly; where this is suspected, nor would we speak to parents before sharing our concerns with appropriate agencies.

### **Female Genital Mutilation (FGM)**

All members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware of potential indicators that a child or young person may be at risk of FGM and will act accordingly on any concerns or disclosures. We will also follow national guidance on mandatory reporting requirements.

### **Breast Ironing**

Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and / or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts. Where such abuse is suspected, or disclosed staff will follow safeguarding and child protection systems.

### **Trafficked Children and Young People**

Human trafficking is defined by the United Nations, in respect of children and young people, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim. As a school we are alert to the possible indicators both for our children and young people and their families. Any concerns will be reported using our safeguarding and child protection processes. In addition to Greater Manchester guidance we also refer to Criminal exploitation of children and young people and vulnerable adults: County Lines.

## **24. Physical contact with students and restraint**

It is not realistic to suggest that staff should never touch pupils.

Under section 550A of the Education Act 1996 teachers and other staff in schools have the right to use reasonable force to control or restrain pupils in certain circumstances. Staff should ensure that any physical contact with pupils is both appropriate and proportionate to the circumstances.

Staff must be mindful of their own vulnerability when dealing with pupils, particularly in a one to one situation, without letting undue anxiety get in the way of their normal practice.

Reasonable Force Incident Forms should be completed, and those procedures adhered to. The Welfare Committee should be informed when Reasonable Force is used.

## **25. Safer Recruitment and Safer Working Practice**

The school pays full regard to DfE guidance 'Keeping Children and Young People Safe in Education' 2016 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children and young people as a safe and trustworthy adult.

We do this by:

Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring the person has the right to work in the UK. Our practices also include undertaking interviews and checking if individuals are barred or prohibited from working with children and young people in accordance with DBS and Department for Education (DfE) guidance. In line with statutory guidance we maintain a single central record to evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by a member of the SLT.

Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' and we ensure that staff and volunteers adhere to a published code of conduct and other relevant professional standards at all times. This extends to before and after school activities. Staff and visitors are aware of the requirements in respect of phone usage, camera enabled devices, social media and on-line conduct. Other professionals and visitors to our school are made aware of the requirement and expectations we have in respect of safeguarding our children and young people including the use of mobile and camera enabled devices.

We ensure that:

- Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children and young people Safe in Education 2018" and LSCB, LADO and HR Policy, procedures and guidance.
- All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.

- Adequate risk assessments are in place including for extended school / wrap around provision, volunteers, work placements and holiday activities (directly related to school).
- Staff are clear how to raise a concern, where to find 'whistleblowing policies' and are confident to report concerns of misconduct.

## **26. Lone Working**

Lone working may include:

- Late working
- Home or site visits
- Home visits to work with young people
- Working within the community
- Weekend working
- Site manager duties
- Site cleaning duties
- Working in a single occupancy office

Staff requested to work alone with a young person or to conduct a home visit must ensure they read the young person's risk assessment first, which can be found under the young person's name on Behaviour Watch. It is essential this is read and understood before leaving school. Any questions the member of staff has regarding the content of the risk assessment should be directed to the senior team for discussion. It should also be noted; some students have individual behaviour contracts which can also be found on Behaviour Watch.

If lone working is to be undertaken, a colleague must be informed of where the member of staff is and when they are likely to return. A call to the main office before entering the property and a call when the staff member leaves the property must be completed. This will ensure staff at school are able to record the length of time the staff member is in the property and call them if senior staff believe they may be at risk due to a lack of communication.

When working alone with a student(s) in the community, senior staff at school should be notified. The same process should also be followed by calling the main office to provide your location and estimated length of time you will be working with said young person(s).

Potentially dangerous activities, such as those where there is a risk of falling from height, will not be undertaken when working alone. If there are any doubts about the task to be performed, then the task will be postponed until other staff members are available.

## **27. Managing Allegations Against Those Working with Children & Young People**

- All school staff are aware that inappropriate behaviour with or towards children & young people is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time

education and the person works in the same establishment as the child, even if he/she does not teach the child.

## **28. Private Fostering**

A privately fostered child is a child under 16 (or 18 if disabled) who is being cared for, for 28 days or more, by an adult who is not their parent, step parent, grandparent, aunt, uncle, sister or brother. It's usually a cousin or great aunt, a friend of the family, or someone who has agreed to take care of the child by private arrangement without involving the council. The parent is still legally responsible for their child. We have a legal duty to ensure children and young people in this situation are safe and well.

## **29. Serious Case Reviews**

The Safeguarding Children and Young People Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people.
- If required Raise the Youth Education and Wellbeing School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

## **30. Governing Body Duties and Responsibilities**

The Governing Body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children and young people in accordance with Government guidance and pays particular regard to Keeping Children and Young People Safe in Education (2018).

The Governing Body have agreed processes which allow them to monitor and ensure that the school:

- Has robust safeguarding procedures in place.
- Operates safer recruitment procedures and appropriate checks are carried out on newly appointed staff and other adults working on the school site.
- Have procedures for dealing with allegations of abuse against any member of staff or adult on site.
- Has appointed a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues.
- Will take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.
- Is supported by the Governing Body nominating a member responsible for liaising with the LA and / or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.

- Carries out an annual review of the safeguarding policy and procedures.
- Carries out an annual safeguarding audit in consultation with the Governing Body, sharing this with the Local Safeguarding Children and Young People Board on request.

### **31. Other Related Policies**

The school takes safeguarding seriously and understands this policy is over-arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children and young people in this school.

- Attendance Policy.
- Data Protection.
- Staff Code of Conduct / Staff Behaviour Policy.
- Behaviour Policy.
- Lone Working Policy.
- Medical Policy.
- Anti-Bullying policy.
- Whistle Blowing

### **Useful Links, Further Advice and Guidance**

[Greater Manchester Safeguarding Procedures](#)

[Female Genital Mutilation Pathway](#)

[Procedures for responding to child sexual exploitation](#)

[Suicide Prevention](#)

[Greater Manchester Project Phoenix \(action against child sexual exploitation\)](#)

[Early Help Assessment](#)

[Private Fostering](#)

[Information Governance](#)

[Levels of Need](#)

[Safeguarding Children and Young People Board](#)

### **National Guidance & Resource**

[Keeping Children & young people Safe in Education 2018](#)

[Early-years-foundation-stage-framework](#)

[Working-together-to-safeguard-children & young people 2018](#)

[What-to-do-if-you're-worried-a-child-is-being-abused](#)

[Teachers-standards](#)

[Responding to sexting incidents](#)

[Sexting In Schools Jan17.pdf](#)

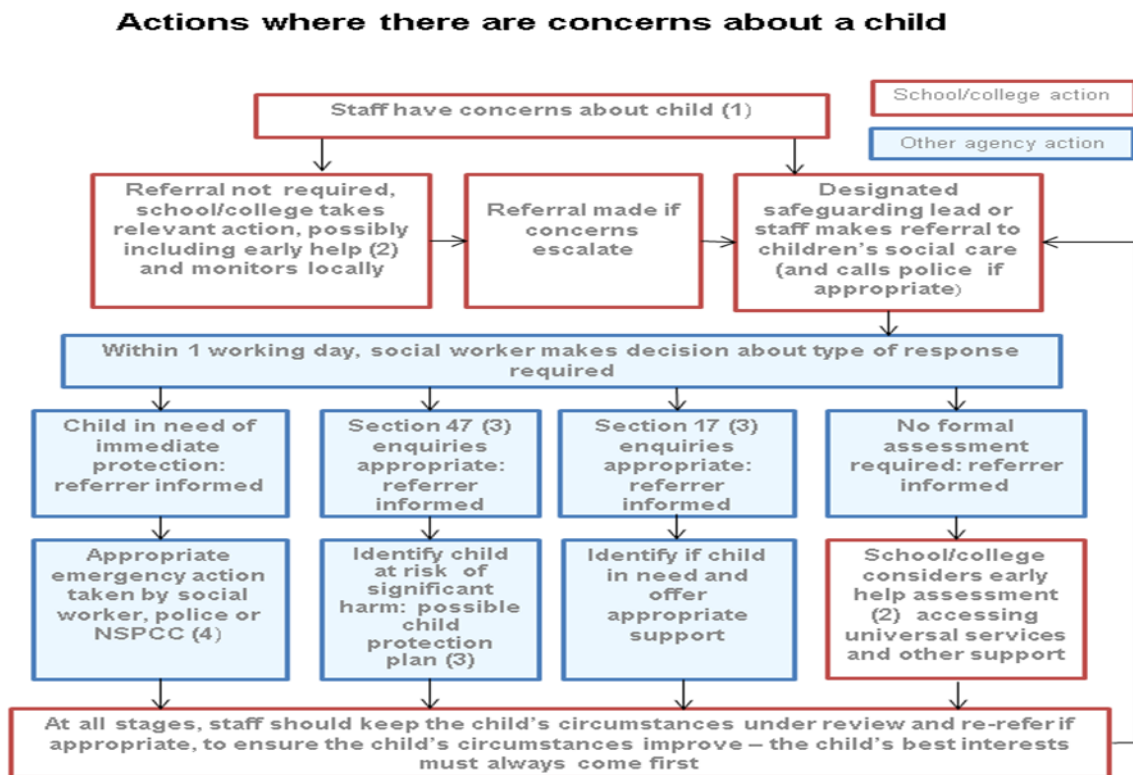
[Prevent-duty-guidance](#)

[Educate Against Hate](#)

[Safeguarding-children & young people-who-may-have-been-trafficked practice-guidance](#)

[Multi-agency statutory guidance on FGM](#)

## What to do if you are concerned that a Child or Young Person is being abused (Flowchart for Education)



### INFORMATION YOU MAY BE ASKED TO PROVIDE

When you make a referral to Social Care (Children and Young People's Services) or to the Police, you should provide as much of the following information as possible:

- **Child's name, date of birth, address, telephone number and ethnic origin.**
- **Family details** - who lives in the home - and any other significant adults.
- What is causing concern and the **evidence** that you have gathered to support your concerns.
- Any **special needs** the child and / or family may have including language, disability and communication.
- Clarification of discussion with any family members if a discussion has been appropriate.
- Clarification of any ongoing assistance that you are giving to the family.
- Your name, workplace and contact telephone number.

All Child Protection referral phone calls made to the Multi-agency Safeguarding & Support Hub (MASSH) to secure a response from Children and Young People's Social Care must be supported with written documentation. This is through the online Child Protection Referral form.

**Remember- Anyone in school can make a child protection referral.**



## **TELEPHONE NUMBERS FOR CONSULTATION AND REFERRALS FOR ALL 10 GREATER MANCHESTER LOCAL AUTHORITIES:**

### Bolton Children and Young People's Services- child protection referral

- The Multi Agency Safeguarding and Support Hub (MASSH)  
Monday to Friday 9.00am to 5.00pm,  
tel. (01204) 331 - 500  
Out of hours referrals and advice tel: (01204) 337 - 777
- Greater Manchester Police tel:101 (non- emergency) 999 emergency
  - LADO - Paula Williams 01204 337 474

### Stockport Children and Young People's Services- child protection referral

- The Multi Agency Safeguarding and Support Hub (MASSH)  
Monday to Thursday 8.30am to 5.00pm,  
Friday 8.30am to 4.30pm.  
tel. (0161) 217-6028 or 6024.  
Out of hours referrals and advice tel: (0161) 718-2118
- Greater Manchester Police tel:101 (non- emergency) 999 emergency
  - LADO - Gill Moore 0161 474 5657

### Oldham Children and Young People's Services- child protection referral

- The Multi Agency Safeguarding and Support Hub (MASSH)  
Monday to Friday 8.40am to 5.00pm,  
tel. (0161) 770 - 7777  
Out of hours referrals and advice tel: (0161) 770 - 6936
- Greater Manchester Police tel:101 (non- emergency) 999 emergency
  - LADO – Colette Morris 0161 770 8870

### Manchester Children and Young People's Services- child protection referral

- The Multi Agency Safeguarding and Support Hub (MASSH)  
Monday to Friday 8.45am to 4.30pm,  
tel. (0161) 219 – 2895  
Out of hours referrals and advice tel: (0161) 234 5001
- Greater Manchester Police tel:101 (non- emergency) 999 emergency
  - LADO - Majella O'Hagan 0161 234 1214

### Trafford Children and Young People's Services- child protection referral

- The Multi Agency Referral and Assessment Team (MARAT)  
Monday to Friday 8.30am to 4.30pm,  
tel. (0161) 912 - 5125  
Out of hours referrals and advice tel: (0161) 912 - 2020
- Greater Manchester Police tel:101 (non- emergency) 999 emergency
  - LADO - Anita Hopkins 0161 912 5125

### Tameside Children and Young People's Services- child protection referral

- The Multi Agency Safeguarding and Support Hub (MASSH)  
Monday to Friday 8.30am to 5.00pm,  
tel. (0161) 342 - 4101  
Out of hours referrals and advice tel: (0161) 342 - 2222
- Greater Manchester Police tel:101 (non- emergency) 999 emergency

- LADO – Tanya Brown 0161 342 4398

#### Wigan Children and Young People's Services- child protection referral

- The Multi Agency Safeguarding and Support Hub (MASSH)  
Monday to Sunday (24hrs),  
tel. (01942) 828 300  
Out of hours referrals and advice tel: (01942) 828-300
- Greater Manchester Police tel:101 (non- emergency) 999 emergency
  - LADO – Diane Kitcher 01942 486042

#### Rochdale Children and Young People's Services- child protection referral

- The Multi Agency Safeguarding and Support Hub (MASSH)  
Monday to Friday 8.30am to 5.00pm,  
tel. 0300 303 0440  
Out of hours referrals and advice tel: (0161) 342 - 2222
- Greater Manchester Police tel:101 (non- emergency) 999 emergency
  - LADO – Louise Hurst 01706 6474474

#### Bury Children and Young People's Services- child protection referral

- The Multi Agency Safeguarding and Support Hub (MASSH)  
Monday to Friday 8.30am to 5.00pm,  
tel. (0161) 253 - 5678  
Out of hours referrals and advice tel: (0161) 253 - 6606
- Greater Manchester Police tel:101 (non- emergency) 999 emergency
  - LADO – Mark Gaye 0161 253 6168

#### Salford Children and Young People's Services- child protection referral

- The Multi Agency Safeguarding and Support Hub (MASSH)  
Monday to Friday 8.30am to 4.30pm,  
tel. (0161) 603 - 4500  
Out of hours referrals and advice tel: (0161) 749 - 8888
- Greater Manchester Police tel:101 (non- emergency) 999 emergency
  - LADO – Elizabeth Peppiatt & Debbie Hawkins 0161 603 4350

## “THE FIRST FIVE MINUTES”

What to do if an allegation or incident against a staff member is received.



DSL receives complaint.



Make sure children & young people are safeguarded. The alleged perpetrator will take immediate leave.

Ring Senior Nominated Officer  
**01204 337474**

At this stage do not question the victim or alleged perpetrator or witnesses.



Senior Nominated officer will discuss with LADO and agree course of action



Investigation / Disciplinary action by employer



No further Action



Professional Strategy meeting



RAISE  
EDUCATION & WELLBEING  
SCHOOL