



**Safeguarding and Child Protection Policy**  
Moor Allerton Preparatory School

To include EYFS

| <b>Date</b> | <b>Position</b> | <b>Name of reviewer</b>                     | <b>Date of next review</b>              |
|-------------|-----------------|---|---|
| Sept 2017   | Headmistress    | Adriana Ewart-Jones                         | Sept 2018 or as updates require changes |
| Sept 2017   | Directors       | Robin Stattersfield & Ali Khan (Proprietor) | Sept 2018 or as updates require changes |

Reviewed: **September 2017** Date of next review: **September 2018**

Produced by: Headmistress (Lead DSL)

**Approved and authorised by the Directors**

To be read in conjunction with the following policies:

Code of Conduct

Safer Recruitment Policy

Confidentiality Policy

ICT Policy

Educational Visits Policy

Anti-Bullying Policy

Positive Behaviour Policy

Health and Safety Policy

PSHE Policy

## THIS POLICY ALSO APPLIES TO THE EYFS

### Introduction

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18 years.

Moor Allerton Preparatory School and its staff form part of the wider safeguarding system for children. The school should work with social care, the police, health and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to interagency plans to provide additional support to children subject to child protection plans. The school should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider where to conduct, a section 17 or a section 47 assessment.

As part of meeting a child's needs, it is important for the directors to recognise the importance of information sharing between professionals and local agencies. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Although interagency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Moor Allerton Preparatory School staff members are trained to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

All staff should have an awareness of safeguarding issues and be aware the behaviours linked to drug taking, alcohol abuse, truanting and sexting put children at risk.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should

be clear as to the school's policy and procedures with regards to peer on peer abuse.

### **Early Help**

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years upwards. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

All staff are required to be aware of the early help process. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

This policy is intended to give clear instructions to staff and others about expected procedures for dealing with child protection issues. Moor Allerton Preparatory School is committed to the development of good practice and sound procedures. The aim of this policy is to ensure that safeguarding and child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child. It establishes procedures for dealing with cases of alleged or suspected abuse which might have occurred to or been perpetrated by (in or out of school) a member of the school community or other person.

This policy was written taking regard of the following DfE guidance: Keeping Children Safe in Education (September 2016) (KCSIE) guidance (including Disqualification under the Childcare Act 2006 and What to do if you're worried a child is being abused, March 2015), Working Together to Safeguard Children (2015) (WT) guidance (WT refers to the non-statutory advice: Information sharing March 2015), Prevent Duty Guidance: for England and Wales (March 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note: The Prevent duty: Departmental advice for schools and childminders (June 2015), The Counter-Terrorism and Security Act (2015) and The Use of Social Media for On-line Radicalisation (July 2015).

HM Government 'Working Together to Safeguard Children' (2015) requires all schools to follow the procedures for protecting children from abuse established by the Manchester Safeguarding Children's Board (MSCB).

Safeguarding incidents may happen anywhere and staff should be alert to the possibility of concerns being raised at school. We will ensure that we have appropriate procedures in place for responding where we believe that a child has

been abused or is at risk of abuse. The procedures will also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

This policy is in accordance with Manchester Safeguarding Children's Board and is available to parents on the school website - [www.moorallertonschool.co.uk](http://www.moorallertonschool.co.uk) and on request.

Moor Allerton Preparatory School fully recognises the contribution it can make to protect children and support pupils in school. There are three main elements to our child protection and Safeguarding policy.

**Prevention:** We provide a positive, safe environment and give teaching and pastoral support to pupils.

**Protection:** By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.

**Support:** To pupils and school staff and to children who may have been abused.

This policy applies to all staff, directors and volunteers in school

## 1. Aims of the policy

- To provide an environment and foster a school community supportive of the aims of the school.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care Services
- To ensure that all adults within the school who have access to children have been checked as to their suitability
- To emphasise the need for good levels of communication between all members of staff

Moor Allerton Preparatory School will therefore:

- Ensure we practice safer recruitment in checking the suitability of staff and volunteers to work with children (see Safer Recruitment Policy)
- Establish and maintain an ethos where children feel secure and listened to
- Foster positive relationships between staff and pupils through a strong and supportive pastoral system and effective teaching methods
- Ensure that all staff are made aware of their safeguarding responsibilities and are adequately trained in safeguarding procedure
- Ensure staff are familiar with the policy
- Foster a culture of raising concerns and reflective practice

- Ensure that children know there are adults in school who they can approach if they have difficulties or are worried
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe (including online) and / or communicate their fears and concerns about abuse.
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies
- Ensure that assurance has been obtained at the time of booking a trip that appropriate child protection checks and procedures apply to all staff employed by another organisation and working with the school's pupils on another site
- Ensure that any accompanying adults on residential trips have had appropriate DBS checks and have received an appropriate level of child protection training
- The Deputy Headteacher to attend regular meetings of the Manchester Safeguarding Board DSL Network and to discuss issues and share good practice on Safeguarding at Tuesday staff meetings
- Staff are invited to raise any issues or concerns at any time and particularly at weekly staff meetings, including discussing any instances of bullying
- Ensure that every child's previous school is contacted to ask if there are any safeguarding records to share

## 2. Procedures

The school procedures for safeguarding children will be in line with Local Manchester Education Authority (LEA) and Manchester Safeguarding Children's Board (MSCB procedures.) The school will ensure that:

- The Designated Safeguarding Lead is the Headmistress who takes regular training which is in line with MSCB procedures
- Miss S Tanner is also qualified to DSL level and will act in her absence.
- Contact details:  
[adriana.ewart-jones@moorallertonschool.co.uk](mailto:adriana.ewart-jones@moorallertonschool.co.uk)  
[sarah.tanner@moorallertonschool.co.uk](mailto:sarah.tanner@moorallertonschool.co.uk)
- The Headmistress and Registrar (C Taylor) are trained in Safer Recruitment.
- Mr Robin Stattersfield is a Director of AS Northern and is the Director with overall responsibility for Safeguarding at Moor Allerton
- Staff are trained to develop their understanding of the signs and indicators of abuse.
- Staff know how to respond to a pupil who discloses abuse
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures
- Procedures are regularly reviewed and updated
- All new members of staff and volunteers will be given a copy of the child protection procedures and Part 1 of KCSIE September 2016 as part of their induction into the school. They will be made aware of the identity and the role of the Designated Safeguarding Lead or CPO.
- All staff and volunteers must read and follow the Staff Code of Conduct.

- Staff will complete a form to confirm that they are not 'Disqualified by association'.

## **Availability**

During term time the DSL (or the deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. A key member of staff is trained at DSL Level. There is also DSL cover organised outside of term time over the school holidays.

## **2. Responsibilities**

The school recognises its duties both to children in need and to children at risk of harm.

### **A. Responsibilities of the Headmistress and CPOs**

The ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead. However, the activities of the designated safeguarding lead can be delegated to appropriately trained deputies. This is a shared responsibility and requires:

- Having clear lines of responsibility
- Having effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are safe to work with children and young people
- Having procedures for dealing with allegations of abuse against members of staff and volunteers
- Making sure that the staff get appropriate training. The designated members of staff to undertake appropriate training every two years.
- Having clearly understood the working procedures on how to safeguard and promote the welfare of young people
- Working with the child's parents to support their child's needs
- Helping parents understand that the school, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases to Social Care in the interests of the child
- Any deficiencies or weaknesses in regard to child protection arrangements to be remedied without delay
- Ensuring that children receive appropriate and timely preventative interventions when required supported through PSHE sessions
- Notifying the National College of Teaching and Leadership of the name of any member of staff considered to be 'unsuitable to work' with children in accordance with statutory regulations
- Ensuring that, under the direction of the Head, the central register is accurate and up to date and that confidentiality and storage of records in relation to Child Protection and Safeguarding are maintained

- Moor Allerton School provides After School, Breakfast and holiday club activities where the school's arrangements for safeguarding will apply

**B. The Designated Safeguarding Lead (DSL) and CPO have the responsibilities to:**

- Ensure that the school operates within the legislative framework and recommend guidance from the Manchester Safeguarding Children's Board (MSCB and LEA)
- Immediately notify the appropriate safeguarding agency whenever an allegation or disclosure of abuse has been made
- Ensure that the school effectively monitors children about whom there are concerns
- Keep written records of concerns about a child even if there is no need to make an immediate referral
- Ensure that all such records are stored confidentially and securely and are separate from pupil records
- Ensure that the head teacher is kept fully informed of any concerns
- Monitor register attendance and absences for all pupils
- Submit reports to and attend child protection conferences
- Ensure that all staff and volunteers are aware of the Manchester Safeguarding Children's Board (MSCB) Child Protection Procedures.
- Ensure that appropriate training and support is provided to all staff
- Develop effective working relationships with other agencies and services
- Liaise with Social Care teams over suspected cases of child abuse.
- To liaise with the Local Authority Designated Officer (LADO) Majella O'Hagan 0161 234 1214. This must be within one working day.
- Provide guidance to parents, children and staff about obtaining suitable support
- Make a commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so
- Inform the social worker responsible where a pupil who is / or has been the subject of a child protection plan changes school, and transfer the appropriate records to the DSP at the receiving school, in a secure manner, and separate from the child's academic file
- Ensure that the school effectively monitors children about whom there are concerns. In case of serious harm, the police must be informed.

**C. Reporting**

- The reporting of Safeguarding practice at the school enables the Director Mr Robin Stattersfield to ensure compliance with current legislation and to identify areas for improvement. Close liaison with the local authority/-ies is vital in order that appropriate support and training can be given. These are requirements of 'Keeping Children Safe in Education (DfE September 2016)'.

The Designated Safeguarding Lead will liaise with the Director responsible for Safeguarding, together reviewing the policy annually.

It is important to protect the anonymity of the children concerned and discretion should be used to avoid the identification of individuals.

The school will report all allegations of abuse on the premises within 14 days to Ofsted. All disclosures will be reported to the Manchester Safeguarding Children's Board within 24 hours. In some cases, certain children at Moor Allerton will come under the jurisdiction of other local authorities such as Tameside SCB. There will be no difference in internal policy in these cases.

## **Reporting to the Disclosure and Barring Service (DBS)**

**When does the duty to report arise?** Moor Allerton Preparatory School commits to promptly, and with as much information and evidence as possible, report to the DBS when the two conditions (below) have been satisfied:

**1- The school has removed a person** (whether employed, contracted, a volunteer or student) from regulated activity; (ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering) AND

**2- The school believes the person has:** • harmed or poses a risk of harm to a child or vulnerable adult; or • satisfied the harm test; or • received a caution or conviction for a relevant offence.

The most recent government guidance, issued 4th March 2016, can be accessed here:

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>

Updated referral forms and guidance for their completion were issued by the DBS in February 2016. These are also informative about the conditions for referral: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/501318/DBS\\_referral\\_guidance\\_completing\\_the\\_form\\_v1\\_1\\_Feb\\_16.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/501318/DBS_referral_guidance_completing_the_form_v1_1_Feb_16.pdf)

### **When is the second condition met?**

It is easy to see that the second condition for referral has been met after an event which has clearly already led to harm or to a conviction or caution. Where a referral is to be based on perceived risk, however, the February 2016 guidance explains: *'To satisfy the harm test there needs to be credible evidence of a risk of harm to vulnerable groups including children such as statements made by an individual regarding conduct/behaviour, etc. For a case to be considered as a risk of harm, relevant conduct would not have occurred but there must be tangible evidence rather than a "feeling" that a person represents a risk to children and / or vulnerable adults.'*

### **Is the duty to refer triggered by suspension?**

The March 2016 guidance explains:

*‘The duty to make a referral may not be triggered by temporary suspension, it depends whether [the school has] sufficient information to meet both the referral duty criteria. Following investigation, if [the school] decides to let the person return to a position working in regulated activity with children ... then there may not be a legal duty to make a referral. But, if [the school] decides to dismiss the person or remove them from working in regulated activity then [it] would need to make a referral.’*

### **Local Authority Designated Officer (LADO) Advice**

Schools are encouraged to work with their LA, seeking advice from the LADO as appropriate about when a referral is required. The DfE has confirmed that a school which follows the advice of the LADO appropriately, for example, about whether the conditions for referral have been met, will be compliant with the duty to have regard to KCSIE. This is so even if others later question the LADO’s judgement. In case of doubt, about whether the duty to refer has arisen, schools should err on the side of caution and seek written advice from the LADO.

It is important that reports include as much evidence about the circumstances of the case as possible. Moor Allerton Preparatory School is aware that failure to take this action and make a report constitutes an offence. ‘Compromise agreements’ cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual’s refusal to cooperate with an investigation. Where a teacher has been dismissed (or would have been dismissed if they had not resigned) for ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’ or ‘a conviction, at any time, for a relevant offence’ that would not reach the threshold for a DBS referral a referral to the National College for Teaching and Leadership (NCTL) should be considered. This may lead to a prohibition order if appropriate. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in the document: Teacher misconduct: the prohibition of teachers (July 2014). Further guidance is published on the NCTL website.

Staff are required to sign an annual self-declaration to say that they will inform the Headmistress or a Director if they are charged or cautioned for a criminal offence. Also, those staff who work in (or employees who are directly concerned in the management of) provision of pupils under the age of 8 (namely early years or relevant later years) must inform the Headmistress or a Director if they are living in the same household as or are a close relative of someone who has been disqualified, as soon as a caution or conviction occurs, even before the person is formally included on the children’s barred list. Staff caught by this ‘by association’ rule may be able to apply to Ofsted for a waiver of disqualification but such staff may not be used unless and until such waiver is confirmed. The disqualification by association rule and advice applies to employees only, not to volunteers and governors.

**Safer Recruitment** (See SAFER RECRUITMENT POLICY) Moor Allerton Preparatory School is fully committed to ensuring that safe recruitment practice is followed as outlined by our policy. We comply with the DfE regulations in all employment matters including the required DBS checks. At Moor Allerton Preparatory School, we actively encourage all staff to raise any concerns about unsafe practice in our safeguarding arrangements (see Code of Conduct).

## **Use of mobile phones, cameras, iPads and digital media**

Children at Moor Allerton Preparatory School have their photographs taken to provide evidence of their achievements for developmental records, as well as for use in educational activities and school displays. Moor Allerton Preparatory School may also use photographic images in publicity, providing that consent has been obtained from parents. Moor Allerton Preparatory School has a separate ICT policy. Pupils are given specific guidance by staff on appropriate use of digital media/computers etc. and safe use of the internet. Their behaviour online and in computer rooms is closely monitored by the member of staff in charge.

It is a specific legal requirement however, that EYFS providers have a policy and procedure that covers the use of mobile phones and cameras in the setting. The following procedures are therefore in place in EYFS to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used:

### **MOBILE PHONE AND CAMERA POLICY**

#### **Mobile Phones**

Moor Allerton Preparatory School (including EYFS) allows staff to bring in personal mobile telephones for their own use. Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device. Staff must not give out personal mobile numbers to pupils or parents / carers.

Staff need to ensure that the school has up to date contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

It is the responsibility of all members of staff to be vigilant and report any concerns to the Headmistress. Concerns will be taken seriously, logged and investigated appropriately.

#### **Cameras**

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression, especially in the Early Years Foundation Stage. They may also be used on our website and / or by the local press with permission from the parents. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Parents are asked to sign a consent form before any photographs are used outside school.

Only the designated school cameras are to be used to take any photographs within Moor Allerton School's Early Years Foundation Stage, or on EYFS outings. Images taken on these cameras must be deemed suitable, without putting the child / children in any compromising

positions that could cause embarrassment or distress. All staff are responsible for the location of the cameras; they should be placed in a secure, discreet place at the end of the school day.

Images taken and stored on the cameras must be downloaded or printed as soon as possible. Images should be downloaded and printed on site. Printed photographs should then be distributed to members of staff to record in children's activity books.

Visitors/contractors/staff not normally associated with the site, should seek approval from a senior member of staff when there is a need to use their phone to take photos on the premises (e.g. photos of serial numbers on computers/pipes & wiring etc.) and this should then be supervised by a member of staff.

Under the terms of the Data Protection Act 1998, photographs and video images of pupils and staff are classed as personal data. Using such images for school publicity purposes requires the consent of parents, which is requested on registration.

Images of pupils and staff should primarily be taken using school owned devices. On the rare occasions when this is not possible and personal devices have to be used, images should be emailed or uploaded to the school network and the original image deleted as soon as practicable.

Videos and images must only be downloaded onto school devices and machines, the school website or authorised school social media (e.g. Moor Allerton Preparatory Twitter page). All school devices are password protected.

Cameras, mobile phones, iPads and digital media devices are prohibited in toilets, shower rooms or changing areas.

Events such as sports' days and school productions may be recorded by video or photographs taken by staff and parents, however this must always be in full view of all attending.

Teachers are responsible for the location of the school devices assigned to their class; they must be placed in a secure, discreet place at the end of the school day.

It is the responsibility of all members of staff to be vigilant and report any concerns to the Headmistress. Any non-compliance will be taken seriously, logged and investigated appropriately.

**If at any time a deficiency is found in the Safeguarding Policy and practice, this will be remedied immediately.**

### **Training**

All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and

staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

The directors should ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with advice from the LSBC.

The directors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Summary of Child Protection Training:

- Designated Safeguarding Leads must undertake interagency training every two years (Level 3)
- Teaching and other staff should have training updated every three years (Basic Child Protection Awareness training BCC)
- A record should be kept of dates training took place for all members of staff.
- A Register should be taken at the beginning of each academic year to ensure all staff have read the CP policy and are familiar with its guidelines. Everyone must be aware of whom the DSL is and the supporting staff involved in Child Protection within the school.

## **Abuse and neglect**

All staff should be aware that abuse (including peer on peer abuse), neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children 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.

### Peer on Peer Abuse

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

Abusive behaviour can happen to pupils in schools. Abuse is abuse and should not be tolerated or passed off as 'banter' or 'part of growing up'. Abuse issues can sometimes be gender specific. For example, girls being sexually touched and boys being subject to initiation / hazing type violence (KCSIE 2016).

There are many types of peer on peer abuse including the following:

- Physical abuse such as biting, hitting, kicking, nipping, shaking, hair pulling

- Sexually harmful behaviour / sexual abuse such as inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse
- Bullying
- Cyber bullying via phones, instant messaging, email, chat rooms or social networking sites to harass, threaten or intimidate someone
- Sexting when someone sends or receives a sexually explicit text, image or video
- Hazing is a form of initiation ceremony used to induct newcomers into an organisation
- Prejudice related bullying which is hurtful behaviour (physical, emotional or both) which causes someone to feel powerless, worthless, excluded or marginalised and which is connected with prejudices around belonging, identity and equality

It is important to deal with peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred. The relevant children should be spoken to separately in order to gain statements. It is important to use consistent language and open questions for each account. The easiest way to do this is to ask each child what happened rather than following a line of questioning. Questions should only be asked to gain clarity. It is important to deal with the matter sensitively and consider the language used and the impact of that language on the children and parents. For example, the word 'perpetrator' should not be used as it can create a 'blame' culture and leave a child labelled.

If from the information gathered it is clear that a child is at risk of harm a referral must be made to social care immediately. If a criminal offence has been committed, the police should be informed.

If, once appropriate advice has been sought from police / social care, there is an agreement to inform parents, then the parent should be informed as soon as possible. The best way to inform parents is face to face.

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved. It is important that following the incident the children involved feel supported.

At Moor Allerton Preparatory School, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that child's emotional and mental health and well-being.

#### Physical abuse

Physical abuse 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

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

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### Sexual abuse

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, including prostitution, whether or not the child is aware of what is happening. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### Neglect

Neglect is 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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexual exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Staff need to be aware of the possibility of this sort of abuse, however, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### Female Genital Mutilation (FGM)

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines.

There is now (from October 2015) a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The non-emergency number for the police is 101. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

### Honour based Violence (HBV)

HBV is a crime or incident that has or may be committed to defend or protect the honour of a family or community. (This may include female genital mutilation or forced marriage.) It is an extreme form of behaviour and control used by one or several members of the family and can be physical or emotional.

Possible indicators include:

- Children may mention black magic or evil spirits
- Children may discuss their siblings bringing shame on their family
- Older children being stopped from socialising or attending school
- Older children being restricted in their choice of friends and activities outside school

### Radicalisation and the Prevent duty

Though it is not felt in general that pupils at the school are at a high risk of radicalisation it is vital that all staff are aware of the possible risks and look for warning signs with the children. There are some steps that are taken to safeguard children’s welfare; the school’s DSL will have overall responsibility to ensure the implementation of the Prevent duty by ensuring that any possible signs of concern such as those mentioned below are highlighted.

Any unexplained absences of children are investigated early on the day of absence and parents are asked to give warnings in advance of any absences, either short or long term. If concerns in this area are linked with wider safeguarding concerns, then it may be considered appropriate to make the referral to the Channel programme rather than the usual Children’s Services route.

### **Looked after children/children in care**

Training needs will be reviewed annually depending upon whether looked after children are on roll at Moor Allerton Preparatory School. If such children are on

roll, directors will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This will include ensuring that the main DSL for the site has responsibility for their welfare and progress and has up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.

Staff will be informed of information on a need to know basis to preserve confidentiality. The DSL will share as much information as is required to ensure these children are kept safe. Statutory guidance to local authorities about how they are to support schools with the care and education of these pupils can be found in the document: Promoting the education of looked after children. Copies can be found at [www.gov.uk](http://www.gov.uk)

### **Private Fostering**

By law, the contents of the school admissions register must contain the personal details and information regarding parents and carers of every pupil in the school – including any private fostering arrangements.

Private fostering is an arrangement made between the parents of or person with parental responsibility for a child / young person under the age of 16 years (18 years if disabled) and someone other than a parent or relative with the intention that it should last for 28 days or more.

The Children Act 1989 (C.A.1989) defines a relative as a grandparent, brother, sister, uncle, aunt (by blood or marriage) or step-parent. It is not a private fostering arrangement when a child / young person is cared for by anyone defined by the Children Act 1989 as a relative. (A step-parent is a guardian that replaces a mother or father, but to be a legal step-parent you have to marry one of the parents.)

An arrangement where a child is cared for, for 28 days or more by a member of their extended family who is not according to this definition a relative e.g. a cousin, great-aunt, great grandparent, is a private fostering arrangement – and this is deemed as private fostering irrespective of whether a financial payment is made to the carer or not.

Private foster carers may be from the child's extended family; they may be family friends but they may also previously be unknown to the child or child's parent. As there is no register of private foster carers, families have to find these carers themselves. Parents have no access to criminal record checks and most will have little understanding of the risks they may face. Children privately fostered are a diverse and potentially vulnerable group.

A private foster carer becomes responsible for day to day care which promotes the safety and welfare of the fostered child. However, it is the legal duty of the local authority to ensure the safety and wellbeing of privately fostered children in their area and to ensure that unsuitable persons are prevented from fostering a child privately.

The local authority does not formally approve private foster carers or register them as private foster carers, but is required to satisfy itself that private foster care

arrangements are safe and satisfactory in every respect – and to this end it is vitally important that all staff are aware of their duty to inform the DSL at their site about any private fostering arrangements which come to their attention, so that this can then be reported to the Local Authority MASH team.

For further information, please see the local authority information leaflet 'Looking after someone else's child? - 28 days'.

### **Children with Special Educational Needs (SEN) and Disabilities**

Children with SEN and disabilities can face additional safeguarding challenges. All staff should be aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

**Children missing from or not receiving a suitable education (CME)** (including children who run away)

*“If no-one in authority knows what education these children and young people receive each week, or whether they even attend, they not only miss out on education but can be vulnerable to abuse. Everyone must take greater responsibility for knowing where they are.”*

*Sir Michael Wilshaw, Her Majesty's Chief Inspector of Schools*

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have.

**Safeguarding Procedures must always be implemented if there is a child protection concern regarding the missing child.**

Many thousands of children and young people in England do not attend full-time education. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

Below is a list of children who are likely to go missing from education.

Children at risk of forced marriage;

Children at risk of sexual exploitation;

Children at risk of radicalisation;

Children entering or leaving the independent schools sector;

Young people who have committed criminal offences and are returning from custody;

Children living in women's refuges;

Children in homeless families, perhaps living in temporary accommodation, houses of multiple occupancy or Bed and Breakfast accommodation;

Young runaways;

Children with long-term medical or mental health needs, e.g. accessing ELCAS support;

Have particular social and behavioural difficulties and have personalised learning plans: this means that, by arrangement, they do not attend their usual school full-time;

Have complex needs and no suitable school place is available;

Unaccompanied asylum seekers and refugees, or the children of asylum seeking families;

Looked after children;

Children from Gypsy/Roma/Traveller background and alternative provision has not been made;

Young carers;

Children and young people from transient families, i.e. pupils who have experienced high levels of mobility between different education providers;

Teenage mothers of compulsory school age;

Children permanently excluded from school;

Children informally excluded from school and / or those placed on long-term part-time timetables;

Children and young people of statutory school age who rarely attend school and have personalised learning plans as part of attempts to reintegrate them into full-time education;

Children taken off their school roll following a lengthy absence due to an unapproved extended family holiday taken in term-time;

EC nationals who have the right of abode in the UK – this now includes a significant number of asylum seekers granted status by other EC countries and who have subsequently moved to the UK;

Others who have come from abroad to live and / or work in the Borough and are waiting a school place;

Children in private fostering arrangements. Safeguarding procedures are in place within the registration systems at Moor Allerton Preparatory School, to identify children who may have gone missing / run away. Parents are requested to inform school, by 9am if their child is not going to be attending school that day. In the first instance, if no contact has been made by the parent, the school receptionist will try to phone the parent directly. If no contact has still been made by the second day, the Headmistress will be informed and investigative procedures actioned including: asking the friends of missing pupils for any current information, checking with the pupil's named emergency contacts/telephone numbers, checking all school records to see if a change of address has been entered. By the third day, if contact has still not been made or the pupil's whereabouts not confirmed, then the LADO will be contacted by the Headmistress and advice and guidance taken from them. The Local Authority legally requires schools to report a pupil who has been absent for 10 days or more without school's permission. If the parent / guardian is spoken to and says the child is receiving education overseas and offers for you to speak to them on the phone, decline. Tell them that the child is reported as missing from education and must be taken to the nearest British Embassy / consulate. The child may be under duress or you may not actually be speaking to the child you think you are. If / when the child returns to school, a return interview should be conducted with the parents and the pupil. It is crucial that Moor Allerton Preparatory School staff follow the procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. See Admissions and Attendance Policy for more details. Moor Allerton Preparatory School School is legally required to inform the Local Authority about the details of all children and young people admitted or removed from the pupil roll including:

those who have been out of school without the schools' permission (i.e. marked unauthorised) for a continuous period of 10 school days or more or any pupil who fails to attend school regularly.

those on part-time education arrangements.

have been taken out of school by their parents and are being educated outside the school system e.g. home education;

have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;

have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he / she nor his / her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

are in custody for a period of more than four months due to a final

court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,

have been permanently excluded; (if a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education). This should be done as soon as the grounds for deletion are met, but no later than the point where the pupil's name is deleted from the register. It is essential that this happens, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing from education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

### **Elective Home Education**

The law allows parents to arrange for their children to be educated at home, rather than at school. The LA has a robust system in place for monitoring the quality of education of children that are being educated at home. The Learning Access Service will undertake welfare visits and evaluations of those children who are being educated other than at school, e.g. appointments offered at home on a bi-annual basis; however, this is part of a continuum of provision and not an end in itself. The Council's aim is to develop effective, consensual and positive relationships with home educators. Moor Allerton Preparatory School will inform the LA of any pupil that leaves the pupil roll to be home schooled.

Running away during the school day - Each class teacher takes a register and will follow up with reception regarding any child who appears to have gone missing during the school day as soon as is reasonably practicable. Every attempt must be made by working with the child / family / external agencies to determine why the child ran away / was missing and to ensure no possible underlying safeguarding causes are missed.

### **6. Concerns**

All staff and volunteers should be concerned about a child if he or she:

- Has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury
- Regularly has unexplained injuries
- Frequently has some injuries (even when apparently reasonable explanations are given)
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and / or inappropriate to his or her age / stage of development
- Discloses an experience in which he or she may have been significantly harmed

In addition, any other cause for believing that a child may be suffering harm should be reported. If a crime has been committed the matter should be reported to the police directly.

## **Procedures**

If a member of staff has concerns about a child (including a concern relating to peer on peer abuse) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board (LSCB).

If, at any point, a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately. **Anyone can make a referral.** Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report it to the police.

If the concern relates to radicalization, then it may instead be made to the Channel programme. Details of the processes are contained within the Keeping Children Safe in Education document.

## **7. Dealing with a disclosure**

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Social Care or other agencies
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen rather than ask direct leading questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Safeguarding Lead without delay
- NOT allow the child to be interviewed a second time. Accept what the child says and report to the Designated Safeguarding Lead

- Unless there are concerns that speaking to a parent may place a child in danger the DSL should talk to the parents regarding any concerns eg a comment made by a child, an unusual mark or bruise.
- A professional judgement is made as to whether the explanation is satisfactory. This decision involves discussion with the Headmistress.

**A. General points on how to respond to a child wanting to talk about abuse:**

- Show acceptance of what the child says (however unlikely the story may sound)
- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – **don't promise confidentiality**
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell
- Never push for information.
- If the child decides not to tell you after all then accept that and let them know that you are always ready to listen

**B. Helpful things to say:**

- I understand what you are saying
- Thank you for telling me
- It's not your fault
- I will help you

**C. Things not to say:**

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else".

**D. At the end of the conversation:**

- Reassure the child that they were right to tell you and show acceptance
- Let the child know what you are going to do next and that you will let them know what happens
- Contact the appropriate DSL or CPO
- Consider your own feelings and seek pastoral support if needed
- Additional consideration needs to be given to children with communication difficulties and to those whose preferred language is not English.
- It is important to communicate with them in a way that is appropriate to his or her age and understanding and preference

## **8. Record keeping**

When a child has made a disclosure, the member of staff or volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury (note that staff should only note injuries that would normally be seen and be careful not to ask children to undress)
- Record statements and observations rather than interpretations or assumptions
- Give all records to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer
- Format for reporting is in the CP file in the Head's Office.

## **9. Support following a disclosure**

### **A. Supporting staff**

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him / herself and discuss this with the Designated Safeguarding Lead who can seek support from the appropriate governor or from the MSCB if required.

### **B. Supporting staff against whom an allegation is made**

The school has a duty of care to its employees. Support will be given to staff who have an allegation made against them:

- Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police.
- The individual will be advised to contact their trade union representative, if they have one, or a colleague for support.
- A named representative will keep the person, who is the subject of the allegation, informed of the progress of the case and consider what other support is appropriate for the individual. This will continue if the employee has been suspended.
- Parents and carers will be made aware of the legal requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing.
- Reporting restrictions apply against the release of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply (unless anonymity is waived) until the point that the accused person is charged with an offence.

### **C. Supporting children**

The school will endeavour to support all children by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

## **10. Confidentiality**

All matters relating to Safeguarding are confidential.

- The Headmistress or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets

## **11. Whistle blowing**

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The school will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues to the head. If staff feel unable to raise the issue with the head or they feel that their genuine concerns are not being addressed they should speak to the Director.

Separate documents must be read by all staff of Moor Allerton Preparatory School. They are very clear regarding professionalism of staff. The Code of Conduct includes how to deal with certain situations including one to one tuition and other vulnerable situations and should ensure that staff do not put themselves in a position where allegations could be made against them. It also explains how and under what circumstances staff should report other staff regarding safeguarding concerns. Staff must understand that reporting a safeguarding concern, even if it is regarding a colleague, is part of their statutory safeguarding duties.

In the event of allegations of abuse being made against the Headmistress, these should be reported directly to Robin Stattersfield, Director.

Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are available. General guidance can be found at the NSPCC whistleblowing helpline on 0800 028 0285, from 8am-8pm, Monday to Friday.

## **12. Appointment of staff (also refer to Safer Recruitment Policy)**

School procedures for appointing staff are in line with the guidance in 'Keeping children safe in education' (Dept. for Education September 2016)' and the MSCB procedures. These will be reviewed regularly in the light of new legislation and guidance.

Safeguarding issues must be at the forefront in the recruitment processes for both teaching and non-teaching staff. Induction procedures will include CP, confidentiality and Health and Safety.

The appointment process is designed to deter potential offenders from applying. References are taken up in advance, and interviews include questions regarding child protection issues.

All applicants who are offered employment in posts involving access to children (whether teachers or support staff) will be subject to Disclosure and Barring Service (DBS) Disclosure information, including barred list information and on line prohibition checks before the appointment is confirmed. Other adults who may come into direct contact with pupils as part of their business with the school or an on infrequent basis (Directors of AS, coach drivers, parents helping on trips) will be subject to an appropriate check which may include a DBS check.

Those in management roles at Moor Allerton Preparatory School will have additional checks as well as DBS to ensure they are not prohibited under section 128 provisions.

Any member of staff found not suitable to work with children will be notified to the appropriate bodies, including the DBS. In line with current guidance, any serious concern raised, whether proven or not, will be reported in staff references.

### **13. Allegations involving school staff including volunteers**

The school has a separate Complaints Policy

All Local Authorities have a Local Authority Designated Officer (LADO) who works within Children's Services and must be alerted to all cases (from within any agency) in which it is alleged that a person who works with children has: behaved in a way that has harmed, or may have harmed, a child, possibly committed a criminal offence against children, or related to a child behaved in a way that indicates s/he is unsuitable to work with children.

- All school staff should take care not to place themselves in a vulnerable position with a child.
- All staff should be aware of the school's behaviour policy.
- If a pupil or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Headmistress. He or she should also make a record of the concerns including details of anyone else who witnessed the incident or allegation.
- There should be a clear distinction between an allegation, a concern about the quality of care or practice, or a complaint. An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- The Headmistress will not investigate the allegation itself, or take written or detailed statements but immediately refer the matter to the LADO in accordance with the safeguarding procedures. In doing so, the Headmistress will consult with relevant agencies.
  - If, after consultation with the LADO, the Headmistress decides that the allegation warrants further action through Safeguarding procedures he/she must make a referral direct to the local LADO. If the allegation constitutes a serious criminal offence, it will be necessary to contact the police.
  - Careful consideration needs to be given to the suspension of the member of staff against whom an allegation has been made. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process. The Director will be consulted before a final decision is made.
  - If it is decided, having taken advice from the LADO, that it is not necessary to refer the matter to Social Care the Headmistress will consider whether there needs to be an internal investigation.
  - If the complaint made to a member of staff concerns the Head, the person receiving the complaint will immediately inform the Director who will follow the procedures above without first notifying the Head.
  - Guidelines on support for a member of staff against whom allegations are made are covered in section 9 of this policy.
  - Under the latest guidance (Keeping Children Safe in Education, Dept. for Education, September 2016) we will take into account the following matters;
    - Procedures will be applied with common sense and professional judgment.
    - For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week
    - Allegations found to be malicious should be removed from personnel records
    - Records must be kept for all other allegations and recorded in detail in personnel files with a copy given to the person concerned
    - Allegations that are not substantiated or are unfounded or malicious should not be referred to in employer references even if repeated

The school will inform the National College for Teaching and Leadership and DBS promptly (and definitely within 30 days) if they have reason to dismiss

someone with regard to Safeguarding, or if someone leaves during an investigation.

Contact details:

[www.gov.uk/government/organisations/national-college-for-teaching-and-leadership](http://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership)

Piccadilly Gate, Store St,  
Manchester, M1 2WDF  
Telephone 0370 000 2288)

[www.gov.customerservice@dbs.gsi.gov.uk](mailto:www.gov.customerservice@dbs.gsi.gov.uk)

Customer services,  
PO Box 165,  
Liverpool,  
L69 3JD,  
Telephone 0300 0200 190

#### **14. Physical intervention / positive handling**

1. It is acknowledged that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person.
2. If the physical intervention is of a nature that causes injury to a child it may be considered under child protection or disciplinary procedures.
3. Staff may need to take action in situations where the use of reasonable force may be required.
4. There are occasions when physical contact with a pupil is proper and necessary, to prevent injury / harm to the pupil themselves or any other person.

#### **15. Bullying**

Bullying is persistent deliberate hurtful behaviour by an individual or group which is intended to insult, hurt or intimidate another person. It is a repeated behaviour over a period of time where it is difficult for the bullied individual to defend themselves. (Bullying should be distinguished from random acts of aggression). Our policy acknowledges that to allow or condone bullying may lead to issues under safeguarding procedures. Please see the school's Anti-Bullying Policy for further details.

Occasionally abuse may be by one or more pupils against another pupil. When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' such abuse will be referred to local agencies. In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, are treated as being "at risk". Sections 7 to 10 of this policy would apply.

#### **16. Internet Safety & Mobile phones**

The use of technology has become a significant component of many safeguarding

issues. In cases of child sexual exploitation; radicalisation; sexual predation-technology often provides the platform that facilitates harm. Our effective approach to online safety empowers us to protect and educate the whole school in our use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk: • content: being exposed to illegal, inappropriate or harmful material • contact: being subjected to harmful online interaction with other users • conduct: personal online behaviour that increases the likelihood of, or causes, harm.

As we increasingly work online, it is essential that our pupils are safeguarded from potentially harmful and inappropriate online material. As such, Moor Allerton Preparatory School has appropriate filters and monitoring systems in place.

Our pupils are regularly taught about safeguarding, including online, through our broad and balanced curriculum including PSHE. The firewalls and monitoring systems we have in place also ensure that access to inappropriate sites are blocked and use of computers monitored, with concerns flagged by a company, 'e-safe' via email to the DSL. Moor Allerton Preparatory School understands that, although there is a need to ensure appropriate filters and monitoring systems are in place; we are careful that "over blocking" does not lead to unreasonable restrictions as to what our pupils can be taught with regards to online teaching and safeguarding.

For more information, see the school's ICT Policy.

Social networking sites often set a minimum age limit (Facebook is 13 years, for example) for users to register on line. Teaching children to use digital technology safely is an important part of the curriculum.

Staff must be alert to disclosures by pupils of cyber bullying and internet grooming. Such disclosures must be recorded and referred in the same way as other forms of bullying or abuse.

Under normal circumstances, the use of mobile phones in the classroom is forbidden. Phones should be turned off and out of sight. However, under exceptional circumstances, and only on direction from the Headmistress, it may be necessary to allow the use of mobiles to ensure the wider safety of the setting, for example on the failure of the internal telephone system. If this is the case, the right to examine phones is reserved if there is any suspicion of inappropriate use.

## **17. Racist comments**

Racist comments will not be tolerated and repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures.

## **18. Inappropriate relationships**

Under no circumstances should inappropriate relationships be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of staff is concerned that a pupil has developed a crush or attachment to them, they should report this to the Designated Safeguarding Lead and should discourage social exchanges with them that are in any way different from those of the rest of their peers.

Any contact with children through social media sites should be considered as inappropriate. If a child continually seeks contact with a member of staff through a social media site, the Headmistress should be informed so that a dialogue can be started with the child's family.

Staff should at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children.

### **19. Lone working**

Lone working with individual children should be avoided if at all possible. However, it is recognised that there will be occasions when there is no alternative. The following guidelines should be considered by staff:

- Let another member of staff know that they are alone with a child.
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door.
- If this is a regular occurrence (such as regular individual music lessons) the child's parent/carer should be informed of the situation.
- Should anything happen during the session that makes the staff member uncomfortable, this should be reported to the Designated Safeguarding Lead immediately.
- Teachers providing lifts to children (If a teacher and a family wish for a teacher to provide car transport to their child then the families must put this request in writing to the Head. The teacher must also put this information in writing to the Head. The letter needs to state that the school is in no way accountable for this journey and that it is a private arrangement. The member of staff providing lifts to children needs to be certain that they are fully insured to transport other people's children.)

### **20. Child Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Office staff receive registers in the morning and will contact parents in the case that a child has an unexplained absence. School will inform the local authority of

any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## **21. Curriculum links / prevention**

- The pastoral care system, PSHE assemblies, PSHE curriculum and other pastoral activities facilitate a supportive school community.
- Staff should be aware of the 'Prevent Strategy' when planning some PSHE lessons, which requires that teachers, "have due regard to the need to prevent people from being drawn into terrorism".
- There is a strong ethos where children feel secure and are encouraged to talk and are always listened to.
- All children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Curriculum opportunities are included which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help both whilst at school and in the future.

## **22. Health and Safety and educational visits / visitors**

- The school places great significance on the protection of children within the school environment as reflected in the Health and Safety policy. This is extended when pupils are away from the school undertaking school trips. All trips are reviewed after the event to see if there are any changes necessary.
- The school secretary seeks to ensure the suitability of adults working with children on the school site at any time including in school holidays.
- Any visiting speakers and the subject matter of the visit are vetted to ensure there is no risk to the children in terms of radicalization, extremism and the Prevent duty.

### Early years and Foundation Stage

All staff who work within EYFS must complete the EYFS induction training which helps them to understand their roles and responsibilities.

The Head of Early Years, Mrs V Conway, who is also the Designated Early Years Foundation Stage (EYFS) practitioner, must ensure that the school Safeguarding Policy also applies to EYFS. The following are specific additional EYFS requirements:

- Designate a practitioner to take lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate.

## **23. Other Agencies**

The staff may refer to other agencies for details and information related to any

aspect of Safeguarding and Child Protection, links to a selection of which are listed below:

[www.barnardos.org.uk](http://www.barnardos.org.uk) (Training)

[www.nspcc.org.uk](http://www.nspcc.org.uk) (Training)

[www.dhsspsni.gov.uk/child\\_protection](http://www.dhsspsni.gov.uk/child_protection)

[www.gov.uk/schools](http://www.gov.uk/schools)

[www.safenetwork.org.uk](http://www.safenetwork.org.uk)

[www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

Early Help - Working together to Support Families (0161 234 5969)  
(links to Manchester Common Assessment Framework - MCAF)

|                                  |  |  |
|----------------------------------|--|--|
| <b>Important Contact details</b> | <b>Local Authority Designated Officer*</b>   | Majella O'Hagan<br>(alternatively Rima Vysniauskas)**<br>0161 234 1214 |
|                                  | <b>Social Services Referrals<br/>(Manchester Children's Social Care)</b>                             | 0161 234 5001<br>(24 hour number)                                      |
|                                  | <b>Police</b>  | Non-emergency 101<br>Emergency 999                                     |
|                                  | <b>DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors</b> | 020 7340 7264  |
|                                  | <b>FGM helpline:</b>   | 0800 028 3550  |

\*\* Only to be contacted if Majella O'Hagan is on a permanent absence from work, such as sick leave.

## Appendix A

This is a list of indicators to be aware of when assessing the risk of radicalization.

### Vulnerability

- Identity Crisis - Distance from cultural / religious heritage and uncomfortable with their place in the society around them.
- Is there reason to believe that the child / young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? For example, the child / young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity.
- Is the child / young person known to have possessed or is actively seeking to possess and / or distribute extremist literature / other media material likely to incite racial / religious hatred or acts of violence?

### Experiences, Behaviours and Influences

- Has the child / young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child / young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child / young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity.
- Has there been a significant shift in the child's / young person's behaviour or outward appearance that suggests a new social / political or religious influence?
- Has the child / young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child / young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child / young person witnessed or been the perpetrator / victim of racial or religious hate crime or sectarianism?

## Travel

- Has the child / young person travelled for extended periods of time to international locations known to be associated with extremism?

## Social Factors

- Does the child / young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child / young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child / young person have any learning difficulties / mental health support needs?
- Is the child /young person a foreign national, refugee or awaiting a decision on their immigration / national status?
- Does the child / young person have insecure, conflicted or absent family relationships?
- Has the child / young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's / young person's life has extremist view or sympathies?

More critical risk factors could include: -

- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Significant changes to appearance and /or behavior

If you have any concerns discuss them with your Safeguarding Lead and Local Prevent Officer.