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DRAFT: SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES
Internal Procedures And Staff Guidance[1]

SUMMARY OVERVIEW of CONCERNS PROCEDURES and CONTACTS

Report concerns (including low level) about:

- a **member of staff, (including volunteers, supply staff, or the DSL**, Mrs Owen) → Joint Principal (NS) →LADO
- the **Joint Principals** → Chair of Governors→LADO
- all **other concerns** → the DSL, or in her absence to the Deputy DSL, Ms Smith or Deputy DSL Music, Mr Mayer→LADO.
- If reporting to Joint Principal = conflict of interest, contact LADO.
- Phone 0161 834 9644 / 0161 8387 205 and ask Security to contact them.
- Speak ASAP. Do not disclose the subject matter.

Report concerns about a **child in need** immediately to:

- DSL→ early help/pastoral support/children's social care
- Or Refer direct to MSP (anyone can do this, speed is vital)

Report concerns about a **child at risk** immediately to:

- DSL→children's social care/police within 24 hrs
- Or Refer direct to MSP (anyone can do this, speed is vital)

Alternative referral numbers are:
MSP 0161 234 5001
or
NSPCC Helpline 0808 800 5000, Police 101 (or in an emergency 999)
NSPCC Whistle-blowing helpline 08000 280285
Anti-terrorist hotline 020 7340 7264
Medical Centre: ext. 217; Mobile 07917142760

[1] A copy of this policy is available on the School's website: www.chethams.com

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PURPOSE

1.1 The purpose of this guidance is to outline the School's procedures to safeguard and promote the welfare of students in the key areas of Child Protection within Chetham's School of Music with reference to Paragraph 7 of the ISSRs; Keeping Children Safe in Education 2022 (KCSIE) and Working Together to Safeguard Children 2020 (WT). It is supplementary to the Greater Manchester Safeguarding Partnership, (MSP)[2] procedures which provide our primary guidance regarding thresholds for action and victim support.[3] The School shares information and collaborates with MSP to promote the welfare of children through identifying and acting upon their needs. The three safeguarding partners are: the Chief Executive of Manchester City Council; the Chief Accountable Officer of the Manchester Clinical Commissioning Group; and the Chief Superintendent of Greater Manchester Police. We also work with Social Care Services; and the Local Authority of the School and the child (if different).

1.2 We have a duty to: ensure our students are safeguarded; identify vulnerable students; and, if necessary, consider Early Help from local agencies to support this process. This process could be prompted by submission of a Concern Form (Appendix 3).

1.3 The School is committed to ensuring the development of excellent practice and procedures to support the best interests of children in need, and children at risk of harm, i.e. all Child Protection concerns and referrals may be expedited in a sensitive and professional manner which will support the needs of all our students, including those who are over 18 years old.

1.4 The School recognises the contribution it can make to protect and support students. Safeguarding children is central to everything we do and everyone is expected to play their part in promoting children's welfare. We take all abuse seriously and in particular any abuse which deliberately targets students who are vulnerable because of any Special Educational Need or Disability (SEND). Students with SEND are more likely to be isolated or bullied than other students. The impact of any bullying may well be greater for students with SEND and if internalised is more difficult to see or assess. Communication barriers can exacerbate the situation. Assumptions that behaviour, mood or injury can be ascribed to the child's condition, should be

[2] Chetham's School of Music, in the first instance, follows the procedures prescribed by **MSP**. *www.manchestersafeguardingboards.co.uk* The current procedures may be accessed at https://greatermanchesterscb.proceduresonline.com . This electronic version will be our point of reference. MSCB transitioned to MSP Autumn 2019.

[3] As a boarding school Chetham's has children from a variety of LAs, which means we may have to refer to the procedures of other Safeguarding Partnerships, as appropriate, as part of our commitment to inter-agency working.

avoided. Such changes should be explored with an open mind. The DSL ensures staff are aware of students who may be more vulnerable because of SEND issues; English as a Second or Additional Language; young carer duties.

1.5 Staff[4] have a legal duty to: report allegations and suspicions; ensure they are fully acted upon in line with MSP procedures; take appropriate steps to promote the welfare of students and protect them from harm; ensure that 'The child's welfare is the court's paramount consideration' (Children Act 1989).

PRINCIPLES

2.1 Chetham's respects and protects individuals' fundamental human rights and freedoms, without discrimination, as enshrined in the Human Rights Act 1998 including the Articles and protocols of the European Convention on Human Rights. Specifically the School seeks to protect the rights to:

- Freedom from inhuman and degrading treatment
- Respect for private and family life including the protection of physical and psychological integrity
- Education

Being subjected to harassment, violence or abuse may breach these rights.

2.2 In summary our principles of child protection and safeguarding are:

Prevention – by providing a positive atmosphere in School, teaching and pastoral support to students.
Protection – by following agreed procedures, staff, responding sensitively and swiftly to CP concerns.
Support – for students and for staff.

2.3 Chetham's endeavours to establish and maintain an ethos where students: feel secure; are encouraged to talk (we recognise that not all students will feel comfortable talking about some issues); are listened to; know that there are adults in School who they can approach if they are worried or in difficulty; are equipped through the curriculum with the skills they need to stay safe from abuse.

2.4 The School also has an **Independent Listener** whom students can contact if they are worried or need to talk. The Independent Listener

[4] The term 'Staff' in this document refers to all paid and unpaid adults who work for the School including teachers, pastoral staff, domestic staff, maintenance staff, administrators, governors, Feoffees, volunteers.

is not an employee of the School[5] and reports annually to the Safeguarding Committee.

2.5 We recognise that '**it could happen here**; **at home; or online'.**

2.6 We expect **all staff to facilitate communication, to be professionally curious and to act promptly with a sense of urgency when reporting concerns, and to take responsibility for their action.**

2.7 **Early help**, (Chapter 1 of WT), highlights the need for multi-agency work to be both responsive and preventative at any point in a child's life, from foundation years through to adulthood. For example, a support plan where a child has returned home to their family from care. Effective early help relies upon the School and local agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve significantly the outcomes for the child

2.8 Boarding House Staff receive specific training to ensure seamless provision of care for students from the working day through the evenings and weekends. All staff are expected to treat students with SEND with sensitivity.

2.9 This policy and its procedures apply wherever staff or volunteers are working with students even when away from the School, for example on an educational visit.

DEFINITIONS

3.1 Safeguarding and Child Protection are often used interchangeably but they have different meanings:

- **Safeguarding** is what we do for all students to ensure we promote their welfare.

- **Child Protection** (CP) refers to the procedures we use for children at risk of significant harm or who have been harmed.

[5] The **School's Independent Listener**, is Jane Leary; her name, photograph and contact details are displayed on all House notice boards, will be circulated by email to students and staff (instrumental staff via Deputy DSL for Music) and included in the student and staff handbooks.

3.2 **Child abuse** is a term used to describe a range of ways in which people harm children and young people All our students are considered 'children' even if they are over 18 years old.

3.3 **Harm** can be in the form of: physical injury; sexual abuse; emotional abuse; exploitation, or neglect. (See Appendix 1 for details on types of abuse). The School's Promoting Good Behaviour Manual contains guidance about restraint of students and use of reasonable force.

ROLES

4.1 **The Designated Safeguarding Lead (DSL)[6],** is **Mrs Barbara Owen, (DSL)** She is Head of Compensatory Education, SENDCo and a member of the Leadership Team (LT). Her Deputies are **Ms Nicola Smith** (Joint Principal, (JP-NS)), whose role includes the specific coordination of Looked After Children (LAC), and **Mr Ian Mayer** (Music Department Manager) - Deputy DSL with responsibility for Music (Dep DSL Music). Mrs Owen, Ms Smith and Mr Mayer are trained in Child Protection and Inter-Agency Working.

4.2 The DSL and deputies have the overview of safeguarding issues, including online safety, and are the most appropriate members of staff to advise on the school's response to safeguarding concerns and to lead on early help considerations. One of them will always be on duty. If they are not available then staff should upscale concerns to the LT or the MSP directly. [7]

4.3 It is the specific role of the DSL with her deputy DSLs, and the Joint Principals to ensure that:

- Child Protection procedures are followed by all employees (staff) including: the Joint Principals; members of the Governing Body; volunteers; non-employed temporary staff

- Staff are subject to enhanced Disclosure and Barring Service (DBS) and other regulatory checks, in line with safer recruitment practices

- The DSL and Deputy DSLs' training (e.g. Boarding Schools' Association, Manchester inter-agency) is updated at least every two years with interim updates regarding child protection and inter-agency working; interim updates are highlighted through Independent School Council, Local Authority, Independent Schools Inspectorate, and the Government.

[6] Full details of the DSL's role are in Appendix 5

[7] The emergency contact number for use if DSL or Dep DSLs are not contactable is *First Point of call Manchester Contact Office on 0161 234 5001 or fax on 0161 255 8266 or email mcsreply@manchester.gov.uk*

- The DSL maintains strong links with outside agencies to ensure any issues are investigated expeditiously

- Staff are given necessary advice, support and information.

- The governor with oversight of safeguarding and child protection is Nigel Shepherd, who reports to the Governing Body[8] and who is also Chair of the Safeguarding Committee.

- Reports covering Safeguarding, Child Protection and e-safety committee meeting minutes are presented at the Safeguarding Committee's termly meetings so that the Governing body can monitor the effectiveness of the school's safeguarding systems and fulfil their duty to promote student welfare and limit safeguarding risks including online.

4.4 The **Safeguarding Committee** monitors and reviews Safeguarding and Child Protection. Meetings take place termly and the members include: School Governors, Joint Principals, DSL and Dep DSLs, and Compliance Officer.

4.5 The **Safeguarding Commission** is a group of independent professionals which has oversight of Safeguarding and Child Protection at Chetham's.

4.6 **Designated Officer** (LADO). The LADO's role is to receive referrals about staff and provide advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, whilst being consistent with thorough and fair process. [9]

Training

5.1 All new staff receive induction training from the DSL as soon after being employed as practicable. Existing staff have their training up-dated annually. This training programme includes any temporary non-employed and voluntary staff who may be required to work with

[8] Nigel Shepherd's contact details are available from: the Joint Principal (NS)'s PA; Reception; or Security 01618387200.

[9] The LADO role is shared between Majella O'Hagan and Jackie Shaw. The contact telephone number is number 0161 234 1214, Fax 0161-276-7634. A brief two-sided referral form should be filled in for any safeguarding concerns: see Appendix 6.

students and such staff are made aware of the School's arrangements prior to working with students.

5.2 Staff Training to safeguard and promote the welfare of children meets MSP procedures and includes:

- the School's Safeguarding and Child Protection Policy and Procedures
- the role and identity of the DSL and Dep DSLs
- Part 1 and Annex B of *Keeping Children Safe in Education* (KCSIE) *2022* for all staff, including leaders and governors at Chetham's since we all work directly with children; and *PREVENT 2015*
- the staff Code of Conduct (including Whistleblowing; Acceptable Use Policy (AUP) including online safety; Staff/pupil relationships and communications; social media)
- Promoting *Good Behaviour policy (students)* which includes procedures to deal with cyber, prejudiced-based and discriminatory bullying
- recognising the signs of abuse including CSE, CME, FGM, FBV, child-on-child (and how to handle a report of child-on-child sexual violence and harassment)
- online abuse including searching, screening and confiscation, UKCCIS, Coerced Self-Generated Imagery (nudes and semi-nudes)
- previously looked after children
- extra pastoral support for children with SEND or who identify as LGBTQ+ including the staff / student EDI committee as a safe space to share concerns
- protecting children from maltreatment, including abuse and neglect
- preventing impairments to children's health and development
- ensuring that children are safely and effectively cared for
- taking action to ensure that children have the best outcomes
- updates to take account of School, local and national developments.

5.3 Student training and preventative education to keep themselves safe comprises:

- Student AUP (including mobile technology and how to keep safe online)
- age-appropriate evidence-based timetabled lessons delivered by specialists in Personal, Social and Health Education (PSHE) including, but not limited to: boundaries and consent; stereotyping, prejudice and equality; body confidence and self-esteem; relationships including abusive, coercive and controlling behaviours; sexual exploitation, grooming, harassment, rape,

domestic abuse, honour-based violence; how to access support; how to determine the provenance of news.
- age appropriate Handbooks
- appropriate action for Prefects and Guardian Angels to take should they have concerns, or receive any allegations of abuse.

5.4 From September 2012 a copy of *'Guidance for Safer working Practice for Adults who work with Children and Young People in Educational Settings' (Oct. 2015)* has been emailed (or given as a hard copy) to all staff following training. As part of the detailed safeguarding training with the DSL and/or H.R. Manager, new staff are required to read the *Child Protection and Safeguarding Policy, Code of Conduct for Staff* (Appendix 4) in addition to Part 1 and Annex A from KCSIE and to return the completed 'sign off' slip to the School Administrator. All school-based training is recorded via the School Administrator on SIMS and by the H.R. Manager on personnel files.

5.5 Guidance is also given to staff about protecting themselves from allegations of harm to a student. Areas covered include one-to-one lessons (instrumental and any other), sports coaching, engaging in inappropriate electronic communication, taking a student in a car and, abiding by the School Code of Conduct.

5.6 Updates of advice are disseminated via Chetham's email and to non-employees as appropriate. Employees with '0' hours will be updated (with appropriate checks) if/when they take up tuition hours after a period of significant absence.

5.7 Staff may request training on any aspect of Safeguarding at any time.

SAFER RECRUITMENT

6.1 The School ensures that safer recruitment is practised when checking the suitability of staff and volunteers (including checks on members of the Governing Body, Section 128 checks for all management positions including governorship; and staff employed by other organisations) to work with children and young people in accordance with the guidance given in the Education (Independent School Standards) (England) Regulations 2015 and the National Minimum Standards for Boarding Schools (2022), WT (2020), KCSIE (2022).

6.2 The School ensures all job advertisements signpost our overarching commitment to safeguarding children. This includes the need to: be committed to safeguarding and promoting the welfare of students; undertake regulatory checks with the DBS including the Right to Work in the UK, satisfactory references and appropriate qualifications,

before appointments are confirmed; ensure safer recruitment interviews, and appropriate safeguarding training take place. Our procedures include evidence of: identity (passport preferred); qualifications; previous employment history; barred list and prohibition checks; medical fitness; online searches for shortlisted candidates; and supervision for a person starting work before the issue of a DBS certificate; and interviews which include specific safeguarding questions. (See Safer Recruitment Policy).

6.3 The School ensures that when students are off site on School business (e.g. when visiting another institution for a masterclass etc), that risk assessments and supervision arrangements are put in place as appropriate. These arrangements cover any instances where adults (either employed or used on a self-employed basis by another organisation / institution) are working directly with the School's students. These will incorporate and balance child protection checks and procedures practical for each situation, given the broad range of external opportunities essential to the school's specialist nature and mission statement.

6.4 Staff family members who are 16 or over and residing on School premises are required to have a DBS check and an appropriate level of training about safeguarding.

RECOGNITION/SIGNS OF ABUSE

7.1 Safeguarding and promoting the welfare of children is everyone's responsibility. All staff have a specific duty to recognise and respond to child abuse. Staff should be aware of the warning signs of abuse (see *Appendix 1* and MSP[1] lists). The four main areas of abuse are:

- physical
- emotional
- sexual
- neglect

7.2 Young people can suffer from one or a combination of these forms of abuse.

7.3 Abuse can take place in the home, at school or anywhere where young people spend their time.

7.4 It can happen to babies, children and young people of any age, sex, ethnicity, sexual orientation or disability, including those with special educational needs.

THE EFFECTS OF CHILD ABUSE

8.1 Children are confused and frightened by abuse. Often, but not always, the abuser is known to the child. The abuser could be someone who loves and cares or who is loved or cared for by the child. They do not know where to turn for help or whom they can trust. The effects of abuse are wide ranging and often profound. They vary according to the individual child, the familial and extra-familial context of the abuse and how long it has gone on, but can include:

- Behavioural concerns, for example being either aggressive or withdrawn in school;
- Educational concerns, for example difficulty in concentrating and/or under-achieving;
- Mental health concerns, such as depression;
- Relationship difficulties;
- Smelly, unkempt or emaciated as a result of neglect;
- Drug and/or alcohol misuse;
- Suicide or other self-harm;
- In extreme cases, death following abuse.

8.2 Many abused young people become withdrawn, introverted and depressed, making it harder for others to help. Young people who have been abused often suffer from low self-esteem and this can result in sexually acting out behaviour in an attempt to gain affection or to please in an inappropriate way. When adults or other young people treat them as though they are worthless, they begin to believe

they are worthless. Believing that they cannot be helped, they withdraw into their own isolated world. The effects of abuse are long lasting and, sadly, many victims of abuse also endure a sense of guilt, believing that they themselves caused the abuse to take place.
Fortunately, children who are abused can be helped. What is vital is that everyone who works with children is equipped to recognise signs of child abuse at the earliest opportunity so that harm can be stopped and the damage can start to be repaired. The School has a Mental Wellbeing Policy which outlines procedures for dealing with mental health issues in detail.

8.3 Where there are concerns about a child's safety, neither parental nor student consent is needed in order for a referral to be made to statutory authorities.

HOW TO RESPOND IF A STUDENT DISCLOSES ABUSE by someone other than a member of staff

9.1 If a student makes a disclosure of abuse, staff should: **listen**, **recognise, refer and record the disclosure. Staff should not undertake an investigation.** This is to ensure that subsequent investigations by the police and/or Social Services are not compromised by contaminated evidence; and to avoid the student having to endure the stressful process of repeatedly giving evidence.

9.2 We follow the **Tell; Explain; Describe** (TED) procedure when supporting students. Questions, for clarification purposes only, are confined to 'What?', 'When?', 'Who?', 'How?', 'Where?'. The purpose of this method is simply to clarify if the student is still at risk. No further questions should be asked. Staff should then contact the DSL, or if absent a deputy DSL, or the Joint Principal (NS) in her capacity as Joint Principal.

(See Appendix 2 and 3).

9.3 A student reporting child abuse is vulnerable. Young people often feel that it is their own fault. It isn't. No-one has the right to abuse a young person, including their boyfriend or girlfriend. If the young person speaks out about it, we can listen, reassure and help by following the guidelines below:

- **Stay calm**

- **Do not offer false confidentiality** – staff have a legal duty to ensure abuse is reported and must ensure that students know anything they tell them that has implications for their safety or others' safety, cannot be kept secret. Staff will find an early

opportunity to explain that it is likely that the information will need to be shared with others. Do not promise to keep secrets. Do reassure the student that the matter will only be disclosed to those who need to know about it. Outline the next steps and with whom the information will be shared. Remember, tell the student that the only way it can be stopped is if it is shared with the right people.

- **Give time and attention** - students may not choose the most 'convenient' time to disclose the abuse, however it is important that the student feels that what they say is being taken seriously.
- **Allow the student to give a spontaneous account** – staff should not attempt to offer discussion or attempt to question the student as this will corrupt evidence. Ask questions for clarification only, and at all times avoid asking 'leading' questions that suggest a particular answer.
- **Listen carefully, record objectively** – It is important to hear what the student is saying and record it in their own language without allowing your emotions to add to or subtract from the disclosure.
- **Do not investigate or question the student –** specially trained police officers and social workers will do this if necessary. Repeated questioning about abusive incidents can be traumatic for the student and in itself abusive: it can also devalue the student's statement from an evidential point of view.

- **Empathise** - try to understand the student's feelings about what has happened rather than impose your feelings upon them.

- **Reassure the student** - they were right to tell, they have done nothing wrong and inform them of what you are going to do next. The law is there to protect them.

- **Record** Make a clear and comprehensive written record as soon as possible of what was said, using the person's own words, – note the date, time, any names mentioned and to whom the information was given. Either the School's Safeguarding Concern Form *(Appendix 3)* or CPOMS entry should be used, but you can append your notes to it. Contemporaneous reports carry more weight. Sign and date the record and ensure that the DSL (or Joint Principal (NS) or Chair of the Governing Body, where appropriate) has been informed and has received the record without delay. It is important that notes are factual and not opinion. An objective verbatim narrative is ideal. These records may form part of the evidence in any subsequent investigation or trial. Records will be kept on secure individual CPOMS files for children and will include how the concern was followed up and resolved. Further notes will

include: any action taken; decisions reached; and overall outcome.

- It is essential that staff follow procedures to ensure evidence is not corrupted.

- Do not ask the student to remove any item of clothing in order to show you signs of abuse, instead arrange to go to the Medical Centre.

- It is the responsibility of all staff to be vigilant about, and act upon, possible signs of abuse and to refer any concerns about a member of staff or volunteer's behaviour immediately:

Subject of concern	**Main contact**	**Standby contact**	**Contact LADO?**
Staff, DSL or volunteer	Joint Principal (NS)	Joint Principal (TR)	Yes
Joint Principals	Chair of Governors	Chair of Safeguarding	Yes
Anyone else	DSL	Dep DSL	Probably not

9.4 **Making a referral**: Anyone can make an immediate referral to Children's Social Care (see contact below) and/or the Police.

9.5 Anyone can escalate a concern especially if dissatisfied with the speed or action taken by the person to whom it has been referred.

9.6 Do not tell the subject of the concern that information is being referred. It is important not to tell the person under suspicion that the matter is being referred; this will be handled by the relevant authority.
If a student from **overseas** makes a disclosure about abuse which has taken place in their home country or abroad, it is still important to pass this information to the DSL.

9.7 Contact will be made with the local authority as soon as practically possible and in any event within 24 hours of the receipt of a disclosure following the procedures set out in sections 4, 5 and 6 below. In cases of serious harm the police will be involved immediately.

9.8 In the unlikely event that the usual reporting routes are not possible, the latest advice in KCSIE 2022, is to contact:

- Children's Social Care through the Contact Centre (0161- 234 5001) or;
- NSPCC Helpline (0808 800 5000) or;

- 101 (non-emergency Police) or 999 (Police emergency); or https://www.gov.uk/report-child-abuse-to-local-council without hesitation.

9.9 If, at any point, there is a risk of immediate serious harm to a child the police should be called (999) and a referral should be made to Children's Social Care Contact Centre without delay.

9.10 Low level concerns about staff should be shared immediately and directly with the Joint Principal (NS) and recorded in CPOMS in case they contribute to a larger picture.

ALLEGED OR SUSPECTED ABUSE BY TEACHERS AND/OR OTHER STAFF, SUPPLY STAFF, CONTRACTORS AND VOLUNTEERS

The School's procedures

10.1 *Staff must not abuse their position of trust.*

10.2 The threshold for formal procedures to be undertaken is crossed if a member of staff, or supply staff, contractor or volunteer has, or is alleged to have, or may have done one or more of the following:

- **behaved in a way that has harmed a child and/or;**
- **committed a criminal offence against, or related to a child and/or;**
- **behaved towards a child / children in a way that indicates they may pose a risk of harm to children and/or;**
- **behaved in a way which indicates they may not be suitable to work with children.**

10.3 An allegation or suspicion of abuse by a member of staff can lead to shock and disbelief. However, any such disclosure must be handled according to the formal procedures outlined below. A properly conducted, thorough investigation in line with MSP procedures provides the best protection for students and staff against actual abuse and false allegations.

Reporting an allegation against staff or volunteers

10.4 The swift action of staff involved at the early stages of any allegation is a key element in ensuring the investigation procedure is conducted properly. The key points relative to allegations against staff (including any allegations made against the DSL or Dep DSLs) are summarised below:

- The member of staff receiving an allegation should treat it as a disclosure follow the steps outlined in Section 3 above to ensure a thorough and open procedure takes place in the best interests of all concerned.

- The incident should be reported immediately to the Joint Principal (NS), or in her absence the Chair of the Governing Body. Any allegation against the Joint Principals must be reported to the Chair of the Governing Body or in his absence, the Chair of the Safeguarding Committee without informing the Joint Principal in question. The Chair and Chair of the Safeguarding Committee are contactable via the Bursar's office in her capacity as Clerk to the Governing Body.

- The DSL will be responsible for ensuring that the child(ren) is/are not at risk and will refer any suspected abuse to the MSP.

- The School will provide immunity from retribution or disciplinary action for 'whistleblowing' in good faith. The Whistleblowing Policy is available on the Staff Intranet or on request as a hard copy.

- Students may post concerns on the 'Be Safe' notification route on the orange drop down menu on their individual intranet log-in page, or in the 'post box' by the exit to the School Library.[10]

- If the student is injured in any way, appropriate emergency medical attention may be required via the Medical Centre, School G.P. or Accident and Emergency Unit. The alleged cause of the injury should be explained by the student, no opinions should be offered by the adult.

- Such medical attention should not be confused with a medical examination for investigation purposes which must be carried out by an appropriately experienced paediatrician, not the GP or A and E consultant, and only after due consultation and authorisation.

- The Joint Principal (NS) (or Chair of Governing Body, as appropriate) will contact the LADO. The concern will be referred to the LADO immediately and within one working day at the latest. This includes supply staff, where for the sake of speed the School will report directly rather than through the supply agency. The LADO and the Joint Principal (NS) will plan the next steps. The School will not investigate prior to contact with the LADO.

[10] NSPCC whistleblowing helpline 08000 280285

Disclosure of information

10.5 Professional bodies such as the Child Protection Unit, MSP, Police, may be consulted to determine whether the allegation has sufficient substance to warrant the professional abuse procedures being activated. In keeping with inter-agency working and, after discussion and due consideration of the student's individual circumstances, the student's parents may also be informed. The responsibility for undertaking this task will be agreed between the Joint Principal (NS) (or Chair of Governing Body), LADO, and DSL.

10.6 Specific arrangements will be made regarding disclosure of information by the Joint Principal (NS), as agreed with the LADO and other agencies involved in the matter. Reporting restrictions will prevent the identification of a member of staff who is the subject of such an allegation according to circumstances.

Support

10.7 Arrangements will be made to offer support to student(s) making an allegation and to any witnesses.

10.8 The school has a duty of care towards its employees and as such, effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.

10.9 Where an investigation by the police or the local authority children's social care services is unnecessary, the LADO will discuss the steps to be taken with the Joint Principal (NS). The appropriate action will depend on the nature and circumstances of the allegation.

10.10 It may be necessary to undertake a further investigation to determine the appropriate action. If so, the LADO will discuss with the Joint Principal (NS) how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the MSP.

Suspension

10.11 Clearly there are circumstances where a member of staff may be suspended even when allegations are spurious or unfounded.

Suspension will not be an automatic response to an allegation and will only be considered in a case where:

- there is cause to suspect a child or other children at the School is or are at risk of significant harm or
- it is in the best interests of the member of staff to be off-site
- the allegation is so serious that it might be grounds for dismissal.

10.12 Suspension will not be automatic and consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children.

10.13 Our Licence to Occupy document for resident staff states that all staff must vacate their accommodation following an allegation of abuse which results in suspension.

10.14 It should be emphasised that suspension does not automatically imply guilt; it can often be the most satisfactory way of protecting the member of staff, meeting the foremost requirements of protecting the student and facilitating the procedure.

10.15 In making this decision the Joint Principal (NS) and the LADO will carefully evaluate each situation on an individual basis. Certain circumstances will almost certainly lead to suspension. However, where first indications point towards the allegation being unfounded, full consideration will be given to other options.

10.16 A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided.

10.17 If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the student[s] who made the allegation.

Ceasing to use staff

10.18 A report will be made to the DBS within one month of any person (whether employed, contracted, volunteer or student) whose

services are no longer used because he or she is considered unsuitable to work with children/young people. If a member of staff (or a member of the Governing Body or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be pursued by the School in accordance with this policy and a report made to the DBS in appropriate circumstances. [11] Reports should also be made to the Teaching Regulation Agency (TRA)[12] - if a teacher is dismissed or leaves for reasons related to unprofessional conduct or conviction for a related offence. The TRA has the authority to place a Prohibition Order on any teacher found guilty of unacceptable professional conduct and/or conduct that may bring the profession into disrepute. Checks for Prohibition Orders are therefore made as part of our pre-employment checks.

Low level concerns

10.19 A low level concern about any adult's behaviour towards a child is ***any concern - no matter how small***, and even if no more than a 'nagging doubt' - that an adult may have acted in a manner which:

- Is not consistent with the Staff Code of Conduct, and/or
- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Low level concerns may arise from: a suspicion; a complaint; students; parents; staff.

10.20 A low level concern is one that ***does not meet*** the four allegation of harm thresholds in 10.2 above or is not otherwise serious enough to consider an immediate referral to the LADO.

What to do if you have a low level concern

10.21 **All low level concerns[13] should be reported directly to the Joint Principal (NS) within 24 hours verbally or in writing.** The Joint Principal (NS) will then review the information and determine the appropriate level of response. If it is deemed to meet the criteria for a low level concern the details, context, name of reporting person, and any action will be recorded on the low level

[11] Disclosure and Barring Service (DBS): PO Box 181, Darlington DL1 9FA, telephone 01325 953 795.

[12] TRA Teacher misconduct 02075935393 (UK)

[13] This includes self-referral, i.e. occasions when staff feel that they may have been in a situation where their behaviour fell below expected standards, or which could have been misinterpreted or might appear to compromise others. If in doubt, report the concern.

concerns file. This file will be reviewed regularly by the Joint Principal (NS) to consider any behavioural patterns and / or any contributory institutional issues. If the concern meets the harm threshold, or if it forms part of a series of low level concerns about the individual(s) then the usual Safeguarding procedures will be followed. The Joint Principal (NS) will consult the LADO if there is any doubt about whether the concern meets the harm threshold. Low level concerns about supply staff or contractors will be shared with their employers.

Unfounded or malicious allegations

10.22 We have a duty to safeguard children from harmful actions including unfounded allegations which may be injurious to their mental health and wellbeing.

10.23 Where an allegation by a student is shown to have been deliberately invented or malicious, the Joint Principal (NS) will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

10.24 Where a parent has made a deliberately invented or malicious allegation the Joint Principal (NS) will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the school or a member of staff unreasonably.

10.25 Whether or not the person making the allegation is a student or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

Record keeping

10.26 Details of allegations found to be malicious will be removed from personnel records of the accused.

10.27 For all other allegations, including low level concerns, full details (including the concern, date, context, action and reporter), will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer.

10.28 An allegation that is unsubstantiated, unfounded or malicious will not be referred to in employer references of the accused. Allegations which are substantiated will be included in references as a record of unopinionated fact.

ALLEGED OR SUSPECTED ABUSE CARRIED OUT BY A STUDENT OR YOUNG PERSON: Peer-on-peer abuse / child-on-child abuse

11.1 Children can abuse other children. Staff must be aware that there is a distinction to be made between what constitutes normal developmental exploration and student-to-student / child-on-child abuse. Abuse includes but is not limited to: prejudice-based and discriminatory bullying and / or cyberbullying; violence; non consensual sexual activity, sexual touching, sexual violence and / or harassment; assault; initiation rituals; hazing[14]; upskirting[15], cyber-flashing, and consensual and coerced self-generated imagery; physical abuse (hitting, shaking, biting, hair pulling); physical harm; non-consensual sexual activity including forced stripping, touching or with a third party. It may also include online cyberbullying through threats and encouragement of physical abuse. Child-on-child abuse can take place in intimate personal relationships.

11.2 Child-on-child abuse will never be dismissed simply as 'banter' or 'part of growing up'. It will not be tolerated. SEND and LGBTQ+ or those who are perceived as SEND or LGBTQ+ students may be particularly vulnerable. We also recognise the extra impact of bullying on boarders, because they do not have the temporary respite afforded to day pupils who can leave School to go home each day. If the action is considered to be bullying the School's Anti-Bullying Policy (see *Promoting Good Behaviour Policy*) will be evoked. The absence of reported cases of child-on-child abuse, does not necessarily mean that it is not happening. Given the unrestricted access to the internet afforded by mobile networks, such abuse can easily bypass and therefore not register on the School's filter systems. All staff should challenge abusive behaviour between children and should remain permanently vigilant. If you have any concerns at all please contact the DSL.

11.3 Child-on-child abuse is often, but not always, gendered in nature (boys victimising girls) but it can be vice versa or non-gendered, thus all allegations or suspected child-on-child abuse should always be reported to the DSL/Dep DSL who will then follow MSP procedures. This includes abuse outside of School, inside of School and student-on-student abuse. The DSL may contact parents, as appropriate.

11.4 Actual or suspected abuse will be referred to MSP by immediately informing the Contact Centre 0161-234-5001. If the case is more serious the police should be contacted first.

[14] Any action intentionally causing embarrassment, harassment or ridicule, which risks emotional/physical harm.

[15] The Voyeurism Act 2019 criminalised the taking of images under a person's clothing without their permission/knowledge, with the intention of viewing their genitals or buttocks either for personal gratification or the humiliation, distress or alarm of the victim.

11.5 The welfare of all students concerned will be addressed. Steps will be taken to ensure the immediate protection of the victim, alleged perpetrator, and other potential victims.

11.6 Further guidance about relationships between students is given in the School's Promoting Good Behaviour Manual.

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT[16]

12.1 Child-on child sexual violence and harassment can take place between two or more children of any age or gender and within personal relationships, on line or face-to-face. Boarding students may be vulnerable to extra risks on account of the close nature of the boarding community sharing sleeping accommodation. It is never acceptable and is equally serious wherever it happens. It can seriously affect the child's mental and physical health as well as educational attainment. Early intervention can help prevent future abusive/violent behaviours. In addition to the MSP procedures outlined above:

- All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. Victims should never be made to feel ashamed or that they are creating a problem. Staff need to act quickly and calmly, and be supportive and respectful of the child who is likely to be traumatised. Their wellbeing is paramount. We seek to provide an open and secure telling culture where victims feel safe to disclose incidents
- A clear statement that sexual violence (such as rape, assault by penetration and sexual assault), and harassment (such as sexual comments, remarks, jokes and online harassment, upskirting) is not acceptable nor tolerable. It is neither 'banter 'nor 'part of growing up' nor usual behaviour
- Confidentiality is not promised.
- Ensure actions do not jeopardise police investigations
- As appropriate, we shall refer to the DfE's 'searching, screening and confiscation' advice including that staff will not forward or view illegal images of a child
- The written report should be shared only with those staff who progress the case and is treated on a case-by-case basis
- The victim should be told what the next steps will be
- Give full attention to the victim and write up the report immediately after the disclosure
- The victim may disclose the abuse in stages, so it is important to keep the dialogue open
- Inform the DSL or a deputy DSL as soon as practically possible

[16] See https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

- The DSL will make a bespoke, live and immediate written risk and needs assessment to consider:
  i. The victim (protection and support)
  ii. The alleged perpetrator
  iii. All other children at the School
- Using the Risk Assessment the DSL will outline adequate measures for the School to put in place to protect and keep safe all students
- It is likely that Risk Assessments by social workers and/or children's sexual violence advisors (ChISVAs) will be required which in turn will inform the School's response.
- The DSL will consider:
  i. the victim's wishes as to how the investigation proceeds
  ii. the nature of the alleged incident
  iii. the ages of the children
  iv. the developmental stages of the children
  v. any power imbalance between the children involved e.g. if either child has SEND and would be, therefore, particularly vulnerable
  vi. if the alleged incident is a one-off
  vii. any ongoing risks to the victim or others
  viii. any on-going protection and support required (e.g. sharing classes / Houses/ boarding context) and to pass on details of the support if the victim moves schools
  ix. the wider familial, extra-familial and social contexts
  x. support for the alleged perpetrator particularly for any unmet needs

ALLEGED OR SUSPECTED ABUSE BY ANYONE ELSE

12.2 Staff must be alert to the vulnerability of the students. Disclosure of any abuse should be handled following the guidance above. If there are allegations or suspicions that a student is being or has been abused, they should be immediately raised with the DSL.

12.3 Steps may be taken to secure the immediate protection of the student following MSP procedures. If there is room for doubt as to whether a referral should be made, the DSL will consult with the LADO on a 'no-names' basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to the local authority children's Social Care Services will be made without delay (and in any event within 24 hours).

12.4 If the initial referral is made by telephone, the DSL will confirm the referral in writing to the local authority children's social care services within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the local authority children's social care services again.

12.5 **NB:** In cases of severe harm the police will be informed at the outset.

Children going missing from education (CME)

13.1 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. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Action will be taken in such situations to alert the student's home local authority. A child going missing from education, particularly repeatedly, is a potential indicator of abuse or neglect including: sexual exploitation; county lines; mental health problems; risk of substance abuse; risk of travelling to conflict zones; FGM; forced marriage; and risk of going missing in future. Early intervention is vital to identify any underlying safeguarding risk.

13.2 *The Missing Student Procedure* – (see Policy Folder on Intranet), outlines our practice if any student is missing from School, without authorisation, in any way at any time.

13.3 The School will inform the local authority of any student who is going to be deleted from the admission register where they:

- 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 their ongoing education choice has not been made known to us
- 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 s/he nor her/his 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 Joint Principal (NS) does not reasonably believe they will be returning to the school at the end of that period;
- or, have been permanently excluded.

13.4 The student's home local authority will be notified if the student is to be deleted from the School's register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. This compliance ensures the local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

13.5 In a situation where an overseas student leaves, mid-course, the DSL and Joint Principal (NS) will make every effort to ensure confirmation

of and from the destination institution. If this has not been divulged the Joint Principal (NS) will endeavour to pass on our concern, as appropriate, to the young person's home authority and/or seek further information from their guardian.

Prevent

14.1 There is no single age or background profile for a pupil to be at risk from radicalisation, the process by which children and adults are persuaded to promote terrorism and extreme ideologies: thus all students must be considered to be at risk. Staff should look out for Extremism: the vocal or active opposition to Fundamental British Values including Democracy; Rule of Law; Individual Liberty; Mutual Respect and Tolerance of different faiths and beliefs; and calls for the death of members of the armed forces at home or abroad. A child might be radicalised as a result of various background or familial influences and/or through social media and online content. Changes in a child's behaviour may indicate radicalisation, and if staff identify children vulnerable to radicalisation they should tell the DSL who may make a Prevent referral.[17]

14.2 The School recognises the four key areas of action in relation to the **Prevent Duty 2015** as set out in the Counter Terrorism and Security Act 2015[18]**.** These may be summarised as:

- Identifying the local risk
- Identifying students at risk
- Work in partnership with other agencies
- Keep students safe on line (recognised as a key location for radicalisation).

14.3 Chetham's is in a PREVENT Priority area covering the centre of Manchester. The School will continue to offer Specific training to identify radical behaviours including 'Workshops to Raise Awareness of Prevent' (WRAP-3 using existing professionals to identify those at risk and to take action); CONTEST (Prevent-Pursue-Protect-Prepare); and CHANNEL (a multi-agency early identification and protection support programme, including diversion away from risk). The School has undertaken a PREVENT risk assessment, submitted to Manchester City Council (available on the intranet) as described in the PREVENT duty. The Risk Assessment covers:

[17] See Appendix A of KCSIE 2022 for Prevent e-learning modules links
[18] The Anti-Terrorist Hotline telephone number is: 020 7340 7264 Email: counter.extremism@education.gsi.gov.uk

- Visiting speakers (checking speech content, challenging mid speech)
- Working in partnership with CHANNEL
- Staff training to identify students at risk
- Policies to protect staff and students including; AUP; IT; Social Media; network filters; regular guidance and tuition about online safety (Digital Citizenship) through assemblies, PSHE, IT lessons and Tutor groups; termly e-safety committee.

14.4 Additional Support is available from the Department for Education on Prevent and Channel Awareness, and free resources via Educate Against Hate.

CIRCLE OF CARE

15.1 Together with the affected student(s), the DSL will appoint a 'Circle of Care'. This will be a small number of appropriate adults who will have a greater knowledge of the concern and take on the responsibility of providing support for the student. It is rarely necessary for a wider number of staff to have this level of knowledge. The Independent Listener may also be an appropriate contact for the student. Details are to be found in the Mental Wellbeing Policy.

MONITORING, OVERSIGHT AND EVALUATION

16.1 This policy was first reviewed and approved in its current format by the Governing Body May and October 2014. The Governing Body undertakes an annual review of the Child Protection (Safeguarding) Policy and Procedures and of the efficiency with which the related duties have been discharged.

16.2 When carrying out its annual review of Safeguarding practices, the Governing Body will review its findings in order to identify the processes undertaken and decisions made. The review should include monitoring of awareness of Safeguarding procedures including medical professionals. Any weaknesses or deficiencies identified in the Policy and Procedures will be remedied immediately.

16.3 The DSL presents three anonymised reports per year to the Governing Body for information and review and meets regularly with the designated member of the Governing Body.

16.4 In addition, the Safeguarding Committee of the Governing Body, carries out the front line scrutiny of the DSL and Deputy DSLs' work and records; including referrals to external agencies; regular recorded meetings between the DSL and the Member of Governing

Body with responsibility for Safeguarding. The Safeguarding Commission oversees the School's Child Protection and Safeguarding.

Signed: MALCOLM EDGE SIGNATURE
Malcolm Edge, Chair of Governing Body

Update History
April 30 2014
May 12 2014
1 October 2014
14 October 2014
29 May 2015
2 November 2015
1 February 2016
30 May 2016
30 August 2016
6 February 2017
3 March 2017
30 August 2018
7th September 2018
16th September 2019
19th October 2019
15th January 2020
12th September 2020
2nd October 2020
12th March 2021
9th August 2021
27th September 2021
18th October 2021
11th January 2022
30th August 2022

Governing Body Review History
1 October 2015
28 September 2017
7th September 2018
25th September 2019
30th September 2020
28 September 2021
Next annual review: September 2022

Inspection History
Full ISI inspection: 1st February 2016
Regulatory Compliance Inspection: 15th & 16th March 2017
Focused Compliance Inspection: 14th & 15th January 2020

Related Policies Promoting Good Behaviour Manual; Acceptable Use and e-safety; Remote Learning Procedures; Health and Safety; Compensatory Education; Missing Student Procedure; Accessibility Plan; Safer Recruitment; Whistleblowing; Care and Supervision of Choristers; Equality; Mental Wellbeing; Child on Child Abuse; Coerced self-generated images.

Appendix 1 Types of Abuse

What is child abuse?

1.1 Neglect, physical, emotional or sexual abuse are the main types of abuse referred to by the term 'child abuse' – it's not always easy to know if someone is being abused, it can take place wholly on line or tech. may be used to facilitate offline abuse. But the important thing to remember is that no-one has the right to hurt a young person or make them do anything wrong or against their will.

1.2 All lists of 'signs' or 'symptoms' of child abuse should be treated with caution. They are not exhaustive. At times there will be straightforward explanations for injuries or behaviour. What is essential is that staff share their concerns with the DSL and that these are discussed in the light of what is known about the young person's circumstances and with those professionals with the responsibility to investigate abuse.

Definitions of Child Abuse (KCSIE 2022)

1.3 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. They may be abused by an adult or adults or another child or children, in a family or institutional or community setting usually by someone known to them. Abuse can take place wholly on line, or technology can be used to facilitate offline abuse.

1.4 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.

Possible signs of physical abuse:

- Unexplained injuries and/or refusal to discuss them;
- History of bruises/injuries with inconsistent explanations;
- Cigarette burns;
- Long bruises – possibly made by a belt or a stick;
- Teeth marks;
- Fingertip/slap marks or bruises;
- Bilateral black eyes;
- Self-destruction tendencies and poor mental health;
- Aggression towards others;
- Untreated injuries;
- Fear of medical treatment;

- Unexplained patterns of absence that could be in order to hide injuries.

Common sites of non-accidental injuries include: ears, cheeks, neck, chest, buttocks, stomach, palms, backs of hands, back of wrists, inner thighs, back of legs.

1.5 **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. 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 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, although it may occur alone.

Possible signs of emotional abuse:

- Developmentally delayed
- Inappropriate emotional responses
- Self-harm
- Extreme passivity or aggression
- Running away
- Drug/solvent abuse
- Excessive fear of situations or people
- Social isolation
- Depression and poor mental health
- Excessive fear of parent/carer

1.6 **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 in looking at, or in the production of sexual images,

upskirting, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet, e.g. Nudes and Semi nudes / Coerced Self-Generated Imagery (CS-GI) or sexting). Sexual abuse can take place on line, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Possible signs of sexual abuse:

- Depression, suicidal, self-harming, poor mental health
- Anorexic/bulimic
- Acting in a sexually inappropriate way towards adults/peers
- Unexplained pregnancies
- Running away
- Telling of a 'friend with a problem of abuse'
- Sexually abusing a younger child
- Sudden changes in school or work habits
- Fear of certain people
- 'Chronic/persistent' medical problems (stomach pains/headaches)
- Withdrawn, isolated, excessively isolated

1.7 **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
- respond to a child's basic emotional needs.

There is often little professional consensus about what constitutes neglect. The following indicators have been highlighted by a recent research study as gaining considerable professional consensus as indicators of probable or definite neglect:

- Non-compliance with specific medical care
- Inadequate or dirty clothing
- Inappropriate supervision
- Body odour

- Poor health surveillance and immunisation uptake
- Domestic abuse
- Severe dental decay
- Not registered with GP or dentist
- Frequent accidents or injuries to young person
- Poor feeding or sleeping patterns
- Refusal to accept social care input

1.8 Child Abduction and Community Safety: The unauthorised removal of a child from a parent or guardian can be committed by family, friends or strangers. Staff need to be vigilant for people loitering near the School or pupils in conversation. As students are given more freedom to roam it is important that students are given advice on how to keep safe and streetwise. The Good Behaviour Manual contains such advice for keeping safe in the city. Building confidence and resilience rather than simply scaremongering is a key part of Tutor and lesson time PSHE.

1.9 Children and the Court System: When students are required to give evidence in court either for crimes they've witnessed, had committed against them or have committed themselves, they will need support. There are guidebooks available from GOV.uk for young witnesses. Likewise for situations involving child arrangements (custody). See references section, below.

1.10 Children with Family members in prison are at risk from poor mental health, poverty, and isolation. The National Information Centre on Children of Offenders has good advice for Schools.

1.11 Cybercrime refers to any criminal activity committed using computers and/or the internet. There are two types of cybercrime: a) cyber-enabled (can happen offline but are faster and scaled up on line; b) cyber-dependent (need an online computer).

Cyber enabled crimes include: fraud; purchase of illegal drugs; CSE

Cyber-dependent crimes are: 1) unauthorised access to computers (hacking); 2) overwhelming a computer network or website with traffic (denial of service; booting); 3) Malware (viruses, spyware, ransomeware, botnets, Remote Access Trojans).

Students with computer skills and interest may be tempted into Cybercrime. The national Cyber Choices programme works with local and national police to prevent young people from being drawn into cybercrime.

1.12 **Female genital mutilation** (FGM) is a collective term used for different degrees of mutilation of the female external genitals, which includes the partial or total removal of the external female genital organs or injury to the female genital organs for cultural or non-therapeutic reasons. Main risk factors for Female Genital Mutilation FGM

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman
- We use MSP procedures as our guidelines.[19]

All staff have a legal duty to report **personally and directly to the police** any awareness/concerns/knowledge that an act of FGM appears to have been carried out on a girl aged 18 and under. Staff should phone 101 or in an emergency call 999 immediately. All staff should speak to the DSL with regard to any concerns about FGM also.

1.13 So called **Honour Based Violence** (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and /or the community and can include FGM, forced marriage and practices such as breast ironing. Abuse can involve a wide network including family and community, and therefore, multiple perpetrators. Multi-agency alertness including community groups, is recommended. The School will follow guidance in Annex A of KCSIE 2022. Staff should alert the DSL if they have a concern, who may then follow safeguarding procedures.

1.14 Children may be involved in or at risk from **Serious Violence**. Indicators may include:

Increased absence
Change in friendships with older students
Significant decline in performance
Self harm
Significant change in wellbeing and mental health
Signs of assault / unexplained injuries

[19] http://www.manchesterscb.org.uk/newsdetail.asp?id=433

Unexplained gifts[20]

Those at higher risk of involvement are students who are: male; frequently absent; permanently excluded; involved in offending.

1.15 The School recognises its role in identifying instances of **Forced Marriage** where a person is coerced into marriage against their will and/or because they are unable to discriminate the seriousness of the situation because of lack of ability to give consent. Violence, threats (physical or emotional or psychological) or other coercion is used to force the marriage. Some perpetrators use perceived cultural practices to coerce someone into marriage. Further guidance can be found in Annex A of KCSIE 2022. There is a hotline for concerns about possible situations of Forced Marriage: Tel 0207008 0151 or email fmu@fco.gov.uk.

1.16 **Child Criminal Exploitation** (CCE) involves an imbalance of power where the child is controlled, manipulated or deceived into criminal activity a) because the victim wants or needs something; b) for the advantage of the perpetrator; c) through threats or actual violence. Physical contact is not a necessary part of CCE. Exploitation may have taken place even if the activity seems consensual. The experience of being criminally exploited, and therefore the indicators of CCE may be different for boys and girls. Signs of CCE:

- Unexplained gifts/new possessions
- Associating with other exploited children
- Changes in emotional wellbeing
- Drug/alcohol misuse
- Going missing or regular lateness
- Missing school regularly

Children being criminally exploited are also at higher risk of sexual exploitation.

1.17 **Child Sexual Exploitation** (CSE) '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, County Lines, and groups. Exploitation is defined by an imbalance of power in the relationship. CSE 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 under the age of 18 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

[20] See *Preventing Youth Violence and Gang Involvement* and *Criminal Exploitation of Children and Vulnerable Adults: County Lines guidance*.

victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology (WT 2020). CSE can affect any child under 18 including those over 16 who can legally consent to have sex and can include contact and non contact sexual activity. It may occur without the child's knowledge (e.g. copying online digital images). CSE may include some or all of the indicators of CCE and/or also the following:

- Older boy/girl friends
- Sexually transmitted infections
- Pregnancy
- the exploitation escalates
- Vulnerable young people are exploited
- Sex is exchanged for gifts/affection
- Drink, drugs and 'legal highs' are used
- Power - increases as exploitation develops
- Possibly no external signs of abuse
- Cyberbullying
- Local HOT SPOTS – this includes areas close to the School.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.' See KCSIE 2022 - Part 1 and Annex A. There is a growing recognition that children brought up in 'high criticism, low warmth' households are particularly vulnerable to CSE.

1.18 County Lines describes the use of dedicated mobile phone or deal lines by organised drug gangs to move drugs and money. Children can become trapped by threats of violence (often extreme) and kidnap, and by drug debts. Signs include missing school or home. Use of the National Referral System[21] should be considered.

1.19 Domestic Abuse[22] and / or violence in the home refers to one or more incidents of controlling, coercive or threatening behaviour violence or abuse between current or former intimate partners or members of family, or other personal connection, over the age of 16 of any gender, sexuality, ethnicity, socio-economic background. The Domestic Abuse Act 2021 recognises that children can be victims. Young people may suffer Domestic abuse in their own personal relationships. Domestic Abuse can include (without limitation):

[21] National crime agency human-trafficking

[22] National Domestic Abuse Helpline 0808 2000 247

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Children who have been exposed to Domestic Abuse may suffer a long-lasting and detrimental emotional and psychological impact which affects their own relationships, well-being, development and ability to learn. They may feel that they are blameworthy. They might leave home as a result. Operation Encompass is an expedited police alert system whereby the DSL is informed by the police of a schoolchild who has experienced Domestic Abuse before they arrive in school the next day. N.B. siblings may also be affected and require support.

1.20 Homelessness: or the risk of losing the family home can impact on children's wellbeing. The DSL has the details of referral routes to the local Housing Authority. Indicators of risk include: non-payment of fees; household debt; domestic abuse; anti-social behaviours. Children living at home or those over 16 living away from home may be at risk. The DSL will inform Children's Social Care of any concerns to enable early intervention and additional support.

1.21 Incel: Online groups of men who consider themselves unattractive yet are desirous of relationships describe themselves resentfully as Involuntarily Celibate. They feel entitled to sex and harbour extreme and violent hatred of sexually active men and women and are prone to extreme racial and antisemitic prejudice. Male students with low self-esteem may be at risk of being radicalised by incel forums. Staff should report self-pitying, misogynist and misanthropic comments to the DSL. Incel subculture is very similar to other forms of extremism and may indicate a likelihood of radicalisation.

1.22 Mental Health problems can indicate that a child has suffered or is at risk from suffering abuse, neglect or exploitation. Only trained professionals should attempt diagnoses, but staff are well placed to observe changes in behaviour which may indicate that a child is experiencing or at risk of developing mental health problem. Abuse, neglect and other potentially traumatic adverse experiences can impact children's mental health in childhood and beyond. If you have a mental health concern which is also a safeguarding concern then you should contact the DSL immediately[23].

[23] See the DfE publications: Preventing and Tackling Bullying; Mental Health and Behaviour in Schools; Promoting children and young people's emotional health and wellbeing; Rise Above.

1.23 Modern Slavery: Human trafficking; slavery; servitude; forced labour; forced criminality; forced organ removal; are all forms of exploitation. The DSL would invoke the National Referral Mechanism over any such concern.

1.24 Private Fostering occurs where a child under the age of 16 (or 18 if disabled) is cared for and housed by someone who is neither a parent, a relative, nor a person with parental responsibility for more than 28 days. If you suspect a case of private fostering, alert the DSL without delay, who will then contact the relevant LA.

Ten Tips for responding to Safeguarding and Child Protection Concerns

- ❖ Stay Calm
- ❖ Do not guarantee confidentiality
- ❖ Reassure and be prepared to listen
- ❖ Do not ask leading questions
- ❖ Do not be a detective
- ❖ Record and report as soon as possible (Concern Form/CPOMS)
- ❖ Keep your notes to hand in
- ❖ Reporting Routes see below
- ❖ Follow the advice
- ❖ Alert Security if appropriate

Abuse can be: Physical, Sexual, Emotional, Neglect
Abuse is possible anywhere.
Safeguarding and Reporting is everyone's responsibility.

Report Concerns about:

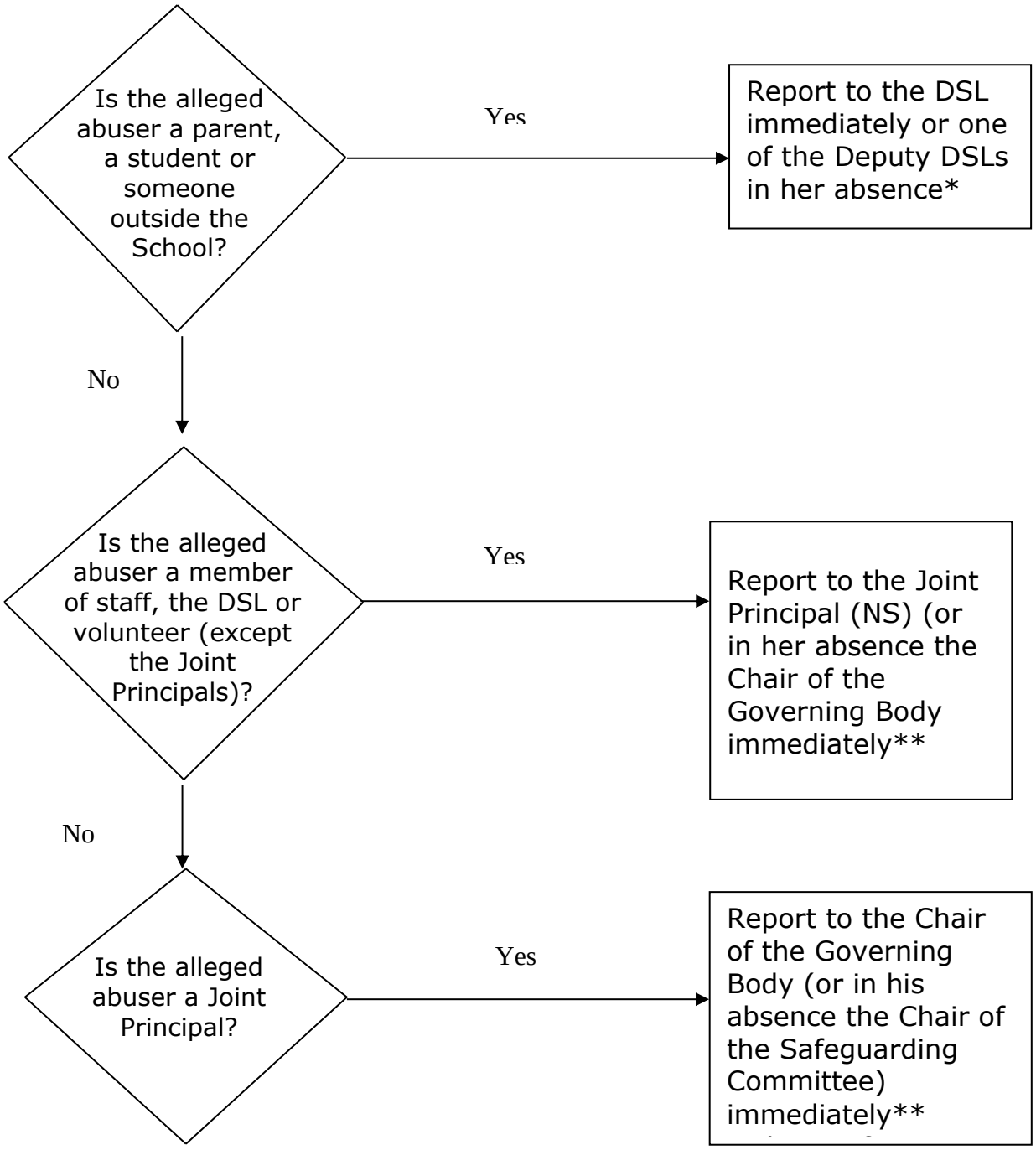
- a **member of staff, supply, volunteers or DSL→ Joint Principal (NS) →LADO**
- **the Joint Principals → Chair of Governors or Chair of Safeguarding Committee →LADO**
- **all other concerns** → the **DSL**, Mrs Owen, in Comp Ed Dept Tel: 0161-834-9644 (347) or in her absence to the **Deputy DSL**, Ms Smith (201) or **Dept DSL Music**, Mr Mayer (232) or **ask Security to contact them. Speak asap. Do not disclose to the subject**.

Alternative referral numbers are:
MSP 0161 234 5001 **or**
NSPCC Helpline 0808 800 5000
Police 101 (or in an emergency 999)
NSPCC Whistle-blowing helpline 08000 280285
Anti-terrorist hotline 020 7340 7264
Medical Centre: ext. 217; Mobile 07917142760

This is presented as a two-sided 'credit card' designed to sit in the staff pass card.

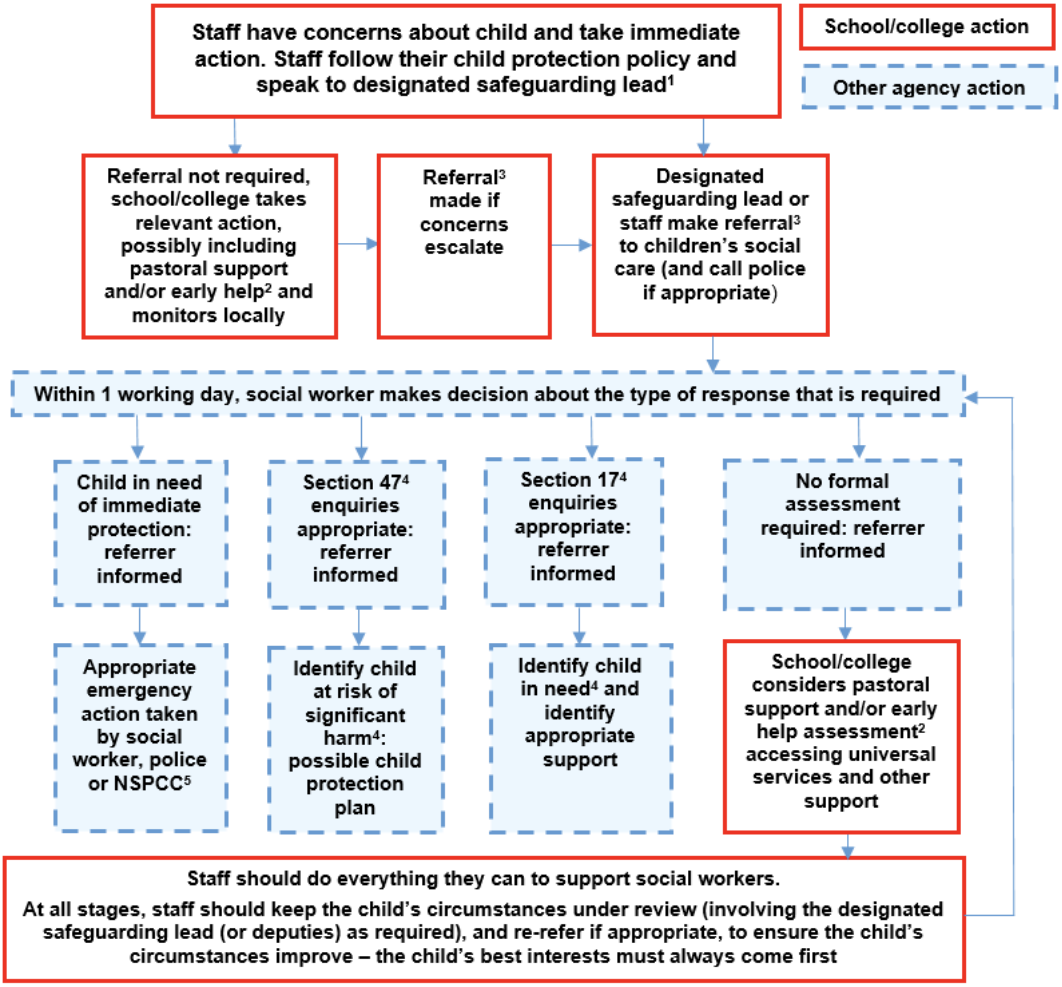
Concerns and Allegations Flowchart

Are you worried about a child or have you received an allegation that a child has been abused or is at risk of significant harm? Do not investigate the matter yourself. Speak to the person shown below depending on who is alleged to have committed the abuse.



* The DSL should consult the Joint Principal (NS); who will then contact the LADO.
** The Joint Principal (NS) / Chair of Governing Body (as appropriate) will contact the LADO and follow procedures in DfE guidance *Keeping Children Safe in Schools* (2022). In the unlikely event of these routes being unavailable/inappropriate you should report allegations about staff directly to the LADO by using the referral form Appendix 6 or Tel 0161-234-1214, MSP 0161-234-5001 or, the police 101 (or in an emergency 999).

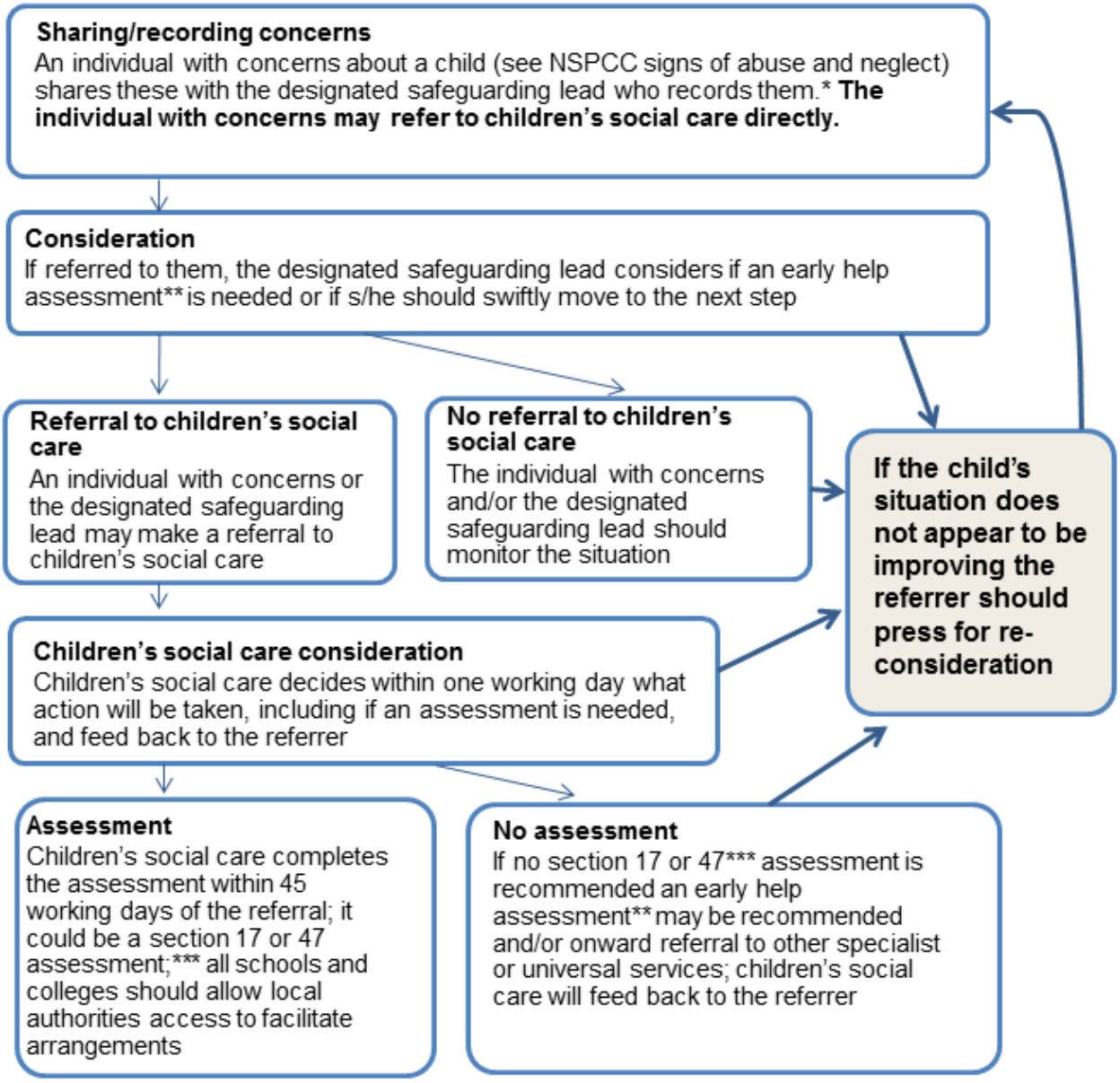
Responding to concerns over a child's welfare or suspicions of abuse



1 In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
2 Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
3 Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
4 Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.
5 This could include applying for an Emergency Protection Order (EPO).

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

6

Appendix 3 School Safeguarding Concern Form

Abuse is possible anywhere. Reporting is everyone's responsibility.
The important point is that notes are made, dated, signed and passed to the appropriate person.

Internal Procedure: This form **must** be used to record a disclosure or any concern about a student's safety and then given immediately to the appropriate person as outlined above.

Once you have filled in this form, it is essential that you immediately pass the information to:

a) The Chair of Governors (if the concern is about the Joint Principals)
b) the Joint Principal (NS) (if concerns are about a member of staff or DSL) or
c) to Mrs Owen (any other safeguarding concerns) or in her absence to Ms Smith or Mr Mayer.
DO NOT INFORM THE SUBJECT

Please append to this form any written notes, taken during the meeting with the student. *Barbara Owen DSL (Ext 347)*

Student's full name and form	**House parent** **Tutor**
Date and time of this record	**Your name and position**
Have you spoken to the student? □ **Yes** □ **No** **If yes, Please reassure the student that they have taken the correct step in passing on this information.**	
Why are you concerned about this student?	

What have you observed and when?	
What have you heard and when?	**What did they say? Use the student's own words**
What have you been told and when?	
Date and time you handed this form to the designated person.	**Have you spoken to anyone else about your concern?** **□ Yes □ No**
Are the parents/carers aware of your concern? **□ Yes □ No**	**If yes, who?**
	Is this the first time you have been concerned about this student? **□ Yes □ No**
Further details	

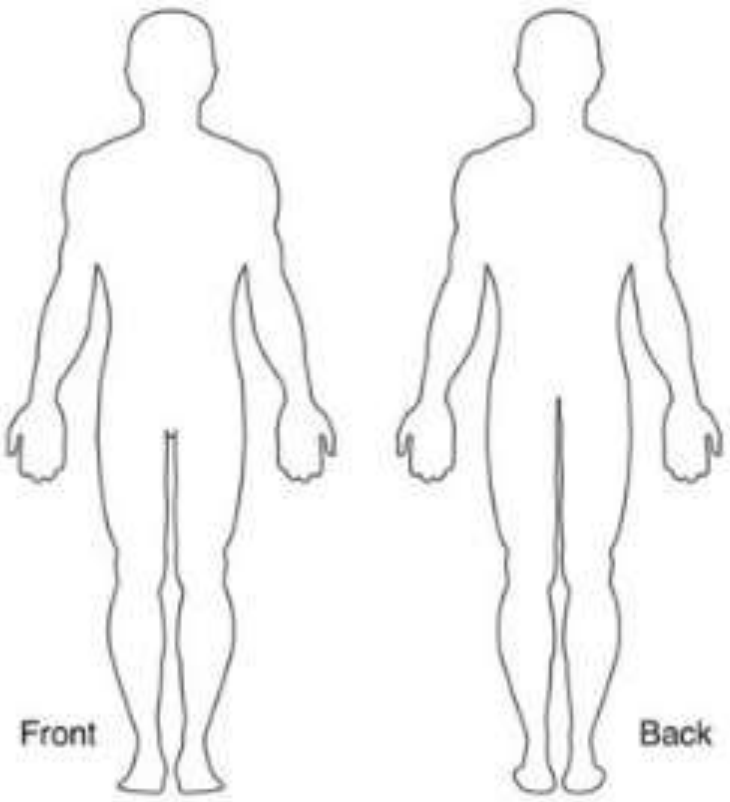
Signature _____ Printed name_____

Return to and speak with the Joint Principal (NS) (if concerns are about a member of staff, or DSL); the Chair of the Governing Body (if concerns are about the Joint Principals); otherwise to Mrs Owen TODAY, or in her absence to Ms Smith or Mr Mayer.

Phone numbers for the above may be obtained from Security. Alternative referral numbers are: MSP 0161 234 5001 or NSPCC Whistle-blowing helpline 0800028 0285 or NSPCC Helpline 0808 800 5000 or Police 101, (or in an emergency 999). If the allegation is about a member of staff you may email the LADO (Appendix 6) or call 0161-234-1214

[Copies of this Concern From are available on the intranet (Child Protection and Safeguarding Policy), School Website, in Houses, Staff Rooms, Medical Centre, Principal's Office, Music Office, Bursar's Office, General Office, Domestic Services Office, Security, and Maintenance, Stoller Hall Offices.]

Concern Form Body Map



Describe injuries in the text box. Mark injured area with a X. If there are multiple injuries use numbers on the map/description to identify each injury.

Appendix 4 Code of Conduct for Staff (Safeguarding and Child Protection)

1.1 Code of ethical practice. All School staff are valued members of the School community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our students at Chetham's and in any other capacity outside of Chetham's. Staff should:

- Place the safety and welfare of students above all other considerations.
- Behave in a way that does not cause harm to a student.
- Be proactive in sharing information as early as possible to help identify, assess and respond to risk or concerns about student safety and welfare remembering that the Data Protection Act 2018 and GDPR do not prevent information sharing for such purposes, which would be granted 'special category personal data'.
- Treat all members of the School community, including students, parents, colleagues and members of the Governing Body with consideration and respect.
- Adhere to the principles and procedures contained in the policies in our safeguarding portfolio, and in teaching and learning policies.
- Treat each student as an individual and make adjustments to meet individual need.
- Demonstrate a clear understanding of and commitment to non-discriminatory practice.
- Recognise the potential power imbalance between students and staff, and different levels of seniority of staff, and ensure that power and authority are never misused.
- Understand that all School employees and volunteers are in position of trust and that you should never abuse your position of trust. No matter how mature our students might appear in ability, or physique, we must always remember that we are in the business of educating children, and whilst they are in our care that is how our students are designated even if they are over 18. The Sexual Offences Act 2003 (paragraphs 16-19) makes it an offence for a person over the age of 18 to have a sexual relationship with a child under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a student, regardless of age may be a criminal offence, even if that student is over the age of consent (legal threshold). Position of Trust offences against children not only cover your work at Chets. They also cover any position of trust you hold outside of

school, such as working or volunteering in: sport; religious groups; tutoring / teaching / coaching / supervising at home. A concern in these non-statutory settings would trigger a concern at Chets.

- Be alert to, and report appropriately, any behaviour that may indicate that a student is at risk of harm.
- Encourage all students to reach their full potential.
- Never condone inappropriate behaviour by students or staff.
- Refrain from any action that would bring the School into disrepute.
- Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.
- Keep up to date with new guidelines/Government initiatives as/when alerted by the School – e.g. FGM, CSE and PREVENT (as mentioned in the policy). In addition, act in accordance with the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, beliefs and cultures.
- Always report any extreme views expressed by staff or students e.g. views which could possibly lead to radicalisation. Be vigilant in identifying and supporting potentially vulnerable individuals. The PREVENT duty reinforces the requirement on staff to keep children safe and to build resilience in students. Government guidance regarding reducing the risk of radicalisation is shared on the Parent Gateway, and on the School intranet. Links to and training about the Government's 'Education against Hate' website are shared on the Parent Gateway and on the intranet for staff.
- Feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. Appropriate procedures are explained in our Whistleblowing – (making a disclosure in the public interest) Policy. If staff were to feel unable to raise an issue with the School because genuine concerns were not being addressed, other whistleblowing channels are available. In a safeguarding situation this may involve contacting the Manchester 'Front Door' Manchester Safeguarding on 0161 234 5001 or simply contacting the NSPCC Helpline 0808 800 5000.
- Maintain expertise relevant to their role and keep all relevant annual training/CPD/awareness up-to-date, through recognised and appropriate routes with oversight by the School.

1.2 Examples of good practice and unacceptable practice. To meet and maintain our responsibilities toward students, we need to agree standards of good practice. Good practice includes:

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive and safe behaviour among students.
- Being a good listener.
- Being alert to changes in students' behaviour.
- Recognising that difficult or changes in behaviour may be an indicator of abuse or radicalisation.
- Reading, understanding and implementing the School's Safeguarding and Child Protection Policy and Procedures including low level concerns.
- Following guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing.
- HoD and HoID ensuring reference to 1:1 tuition is made in the Departmental Risk Assessment and disseminating this to tutors as appropriate.
- Ensuring that the additional guidance relating specifically to off-site 1:1 music tuition is followed.[24]
- Asking the student's permission before doing anything with them of a physical nature, such as demonstrating in an instrumental lesson, physical support during PE or administering first aid. Not proceeding with the action if the student appears to be apprehensive or reluctant, or if there are other concerns about the student's likely reaction. Considering alternatives if it appears likely that the student might misinterpret the contact.
- Informing your line manager without delay if there is concern about any instance of physical contact. Make a written record, (date, time, circumstances of the concern) and provide this to the Line Manager.
- Reporting to the DSL or DepDSL if you are concerned that a student has a 'crush' or infatuation on/with a member of staff
- Maintaining consistent and appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some students may lead to an increased risk of abuse.
- Always referring any level of injury/illness to Medical Centre.

1.3 Unacceptable practice to avoid:

- Any type of force that falls outside the guidelines for 'reasonable force'.

[24] See off-site music tuition policy.

- Any form of corporal punishment. This includes slapping, hitting or throwing something at a student.
- Using humiliation, sarcasm or bullying.
- Using, or allowing student to use, sexual jokes or innuendo or engaging in sexual bullying or provocative games including Coerced Self-Generated Imagery or upskirting.
- Inviting or allowing students to visit you at home unless for a School approved activity which has specific permission and follows School procedures.
- Touching a student or behaving towards a student in a way that distresses them or could be considered inappropriate if observed.
- Offering or condoning student access to alcohol, cigarettes, controlled substances or pornographic material.
- Treating a student less favourably because of their ability or disability, race, religion, culture or gender/sexuality.
- Transporting students in your car, unless your Line Manager has agreed this through the official route.
- Social meetings with students on 1:1 basis.
- Using personal address / number to email, text messaging or online chat with a student unless your line manager has agreed the circumstances.
- Developing relationships which are non-sexual but equally not professional.
- Abusing your position of trust. The Sexual Offences Act 2003 (paragraphs 16-19) make it an offence for a person over the age of 18 to have a sexual relationship with a child under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the School staff and a student regardless of age may be a criminal offence, even if that student is over the age of consent.

1.4 The conduct of Teachers and School staff should be beyond reproach but you will sometimes find there are 'grey areas' that do not fall neatly into 'good practice' or 'poor practice'. In these circumstances you should first refer to any relevant guidance or policies in the School and discuss the matter with the DSL.

1.5 Always consider these questions:

- Would I do this/say this/ treat this student in this way if we were being observed by a third party?
- Would I be happy if someone did this/said this/ treated my own child in this way?

- Would I be concerned if I observed a colleague behaving this way?
- If challenged, can I explain my behaviour in terms of my professional duties?

1.6 If you are unsure how to manage a situation, ask your Line Manager.

1.7 If you believe you have behaved in a way that could be questioned, report it to your Line Manager straight away and offer an explanation.

1.8 **One-to-one Tuition:** If you are teaching one student, or conducting a one-to-one meeting or teaching session with a student, you should take particular care in the following ways:

- when working alone with a student is an integral part of your role, always conduct yourself in line with the appropriate policy; situate teaching within a room in view of the door not round a corner, or keep the door open, or inform a colleague that the lesson / meeting is taking place, or is a timetabled lesson;
- arrange the meeting during normal school hours when there are plenty of other people about;
- deliver music tuition as timetabled or as discussed with HoID;
- do not continue the meeting for any longer than is necessary to achieve its purposes;
- avoid sitting or standing in close proximity to the student, except as necessary to check work;
- avoid using "engaged" or equivalent signs on doors or windows;
- avoid idle discussion;
- avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
- avoid any conduct that could be taken as a sexual advance;
- report any incident that causes you concern to the Joint Principal (NS) or relevant DSL in accordance with the Child Protection (Safeguarding) Policy and Procedures, and make a written record using the Concern Form (signed and dated);
- report any situation where a student becomes distressed or angry to your Line Manager without delay.

1.9 **Contact outside of School.** You must avoid unnecessary or non-professional contact with students outside school. In this respect you should:

- not give students your home address, home telephone number, mobile telephone number or private e-mail address, unless required

for a reference, competition or similar performance opportunity. Always discuss with Line Manager.

- not send personal communications (such as birthday cards or faith cards, text messages etc) to students unless agreed with a senior colleague;
- not make arrangements to meet students, individually or in groups, outside School other than on School authorised trips
- avoid contacting students at home unless this is strictly necessary, in which case you should keep a record of any such occasion;
- not give a student a lift in your own vehicle other than on School business and if included in a Risk Assessment;
- avoid inviting students (groups or individuals) to your home unless there is a good reason and it has been agreed in a Risk Assessment;
- report and record any situation which may place a child at risk or which may compromise the School's or your professional standing;
- ensure that students do not see anything in your home that may cause embarrassment or that might become the subject of inappropriate gossip or rumour.
- **NB If you are the Line Manager (e.g. Joint Principals) then you should consult with a member of the LG or DSL team in order to maintain transparency.**

1.10 Social contact: You should always be aware that where you meet students or parents socially, such contact has the potential to be misinterpreted by others as being over familiar given the current context of grooming. Social contact that could give rise to concern should be reported to your Line Manager. **Any social meetings arranged between staff and students during term time (e.g. coffee, meal) are subject to the School's Risk Assessments. Recorded approval from parents should be sought during holiday periods.**

1.11 Friendships with parents / carers / guardians: if these develop beyond a platonic friendship then the member of staff must inform the Joint Principal (NS).

1.12 Scope of application of Code of Contact for Staff outside school: The same guidelines should be applied to after school clubs, school trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for school trips in the Educational Visits Policy. The principles of this guidance also apply to contact with children or young people who are students at another school.

1.13 Transporting students: Where this has been agreed, with the Line Manager's consent and with the Risk Assessment completed, approved and in place, staff should:

- ensure that they are fit to drive and free from any substances that may impair their judgement or ability to drive
- be aware that until the student is passed over to a parent / carer, they have responsibility for that student's health and safety
- record the details of the journey and attach to Risk Assessment
- record and be able to justify impromptu or emergency lifts
- ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc
- wherever practicable, avoid using private vehicles and try to have one adult, additional to the driver, to act as an escort.

1.14 Taking photographs, videos and sound recordings: You should seek permission from the Joint Principal (NS) before taking photographs or video camera footage of any students in class, at any School events or on a trip. You should also seek permission before displaying photographs. You must not use your personal mobile phone to take images of children. A general consent is obtained from parents when joining the School for the use of students' images in the School's promotional material. Specific consent is required for any other purpose. Parents may withdraw this consent so staff must check consent status, recorded on SIMS, with the Joint Principals before taking photographs or video camera footage. Where permission has been obtained, the following should be considered:

- the purpose of the activity should be clear including what will happen to the photographs or videos. You must be able to justify why you possess any images;
- all images should be made available in order to determine acceptability;
- images should not be made during one-to-one situations;
- ensure that the student is appropriately dressed;
- ensure that the student understands why the images are being taken and has agreed to the activity;
- only use equipment provided or authorised by the School;
- if an image is to be displayed in a place to which the public have access it should not display the student's name, unless specific permission has been granted;
- all images of children should be stored securely and only accessed by those authorised to do so;

- images must not be taken secretively or for inappropriate purposes.

1.15 You must ensure children are not exposed to inappropriate or indecent images. Inappropriate material, such as pornography, should not be brought to work and you must not use School property to access such material. You should not allow unauthorised access to School equipment and should keep your computer passwords safe. If you discover material that is potentially illegal, you must isolate the equipment and contact the DSL under the School's Child Protection (Safeguarding) Policy and Procedures immediately. Staff should not view suspect imagery or forward the imagery on any device. Students must not be exposed to unsuitable material on the internet and Staff should ensure that any film or material shown is age appropriate.

1.16 **Gifts and rewards:** If you receive a gift or reward from a student or parent you should:

- declare the gift where there is a possibility it could be misconstrued, or in any event where the gift is of a value of more than £30. The Joint Principal (NS) may at her discretion require you to decline the gift;
- decline outright gifts that could be perceived as a bribe or that have created an expectation of preferential treatment. Although it is accepted for parents or children to make small gifts to show appreciation, you must not receive gifts on a regular basis or receive anything of significant value.

1.17 Where you are thinking of giving a gift or reward to a student:

- gifts should be given openly and not based on favouritism.
- rewards should be part of the school system.
- in all cases except the above, the gift should be of little monetary value and should be discussed and agreed with your Line Manager.
- selection processes should be fair and where possible should be agreed by more than one member of staff.

1.18 Decisions regarding entitlement to benefits or privileges such as admission to school trips, activities or classroom tasks must avoid perceptions of bias, grooming or favouritism. The selection process must be based on transparent criteria.

1.19 ***Do not let a small incident turn into a crisis, consider the family, school and social context.***

1.20 Important information about Social Networking. Staff should be familiar with the School's Acceptable Use Policy (AUP) and, in particular, the last paragraph on the third page of the AUP:

"Staff must establish safe and responsible online behaviours and must be familiar with the AUP. You should report to senior colleagues, any new and emerging technologies which may have a bearing on School practices and on the review of the AUP. Staff should exercise great caution when using social network sites e.g. do not accept students as friends on social media**. Even communication with ex-students who are 19+ risks your personal information and views being shared with current students.** *Do not accept ex-students as friends until a period of at least three years has elapsed.* NB the default privacy settings for social networking sites do not always have your privacy or best interests at heart.

If you do use social media, please check that you are in line with the School's Staff AUP."

1.21 It is in your interests to follow this policy so as to maintain standards of behaviour and your own professional reputation. A breach of this policy may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal. In particular, if you should need to communicate with an ex-student then do so by using your Chetham's email account and copying in an appropriate member of staff e.g. your line manager – ensure you retain 'transparency'.

1.22 Communication with current students should be by your Chetham's email address not your private email address.

1.23 The School's e-Safety Committee (Digital Citizenship Committee) meets termly. The e-Safety Committee monitors the provision and delivery of education for students to stay safe online, covering aspects of Content, Contact, Conduct and Commerce (the 4 Cs) and is responsible for the e-safety policy. The Committee ensures: pro-active monitoring of online activity; filtering systems are effective; 'over-blocking' and unreasonable restrictions do not take place. We use the UK Safer Internet Centre guidance as our benchmark. Student usage is automatically tracked by our Sophos internet filter system, monitored by the Network Manager weekly and scrutinised at Pastoral Team meetings. HoH and HoS discuss any blocked access attempts with individual pupils and take appropriate action.[25] The

[25] See AUP and E-Safety Policy.

Committee also advises parents and carers about online threats, challenges and hoaxes to students. The Committee is keen to be alerted about any routine concerns or new trends.

1.24 The School performs its duty to ensure mechanisms are in place to assist all School staff in their understanding and discharge of their role and responsibilities as set out in Part 1 and Annex A of *Keeping Children Safe in Education* 2022 including FGM, CSE, FBV, HBV and the PREVENT duty. Various methods will be used to ascertain the effectiveness of this code for example, as part of routine appraisal, or questionnaires to confirm staff understanding and confidence to act.

Barbara L. Owen
Designated Safeguarding Lead
Ext 347
All staff are required to read and sign their acceptance of the Code of Conduct.

Code of Conduct
Reviewed August 2016
Updated 6 February 2017
Reviewed August 2018
Reviewed September 2019 JAR-C and BLO
Reviewed September 2020 JAR-C and BLO
Reviewed March 2021 JAR-C and BLO
Reviewed August and September 2021 JAR-C and BLO
Reviewed May 2022 JAR-C and BLO
Reviewed August 2022 JAR-C

Appendix 5 Role of the designated safeguarding lead (DSL)

The Governing Body ensures that the School designates an appropriate senior member of staff to take lead responsibility for safeguarding and child protection. This person has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The two Deputy DSLs are trained to take on this role in her absence.
The broad areas of responsibility for the DSL are:

Managing referrals

- Refer all cases of suspected abuse, to the MSP and the designated officer(s) for child protection concerns (all cases which concern a staff member)

- DBS (cases where a person is dismissed or left due to risk/harm to a child); and/or

- Police (cases where a crime may have been committed) ensuring that there is an appropriate adult present during police enquiries

- Liaise with the Joint Principal (NS) to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

- Act as a source of support, advice and expertise to staff, and parents on matters of safety (including online safety) and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The DSL receives appropriate training carried out every two years, and any interim updates, in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff

- be alert to the specific needs of children in need, those with special educational needs and young carers

- be able to keep detailed, accurate, secure written records of concerns and referrals

- obtain access to resources and attend any relevant or refresher training courses

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness
The DSL ensures:

- the School's policies are known and used appropriately

- the School's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and works with the Governing Body regarding this

- the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this

- strong links with the MSP to make sure staff are aware of training opportunities and the latest local policies on safeguarding

- child protection files of children who leave the school are securely transferred, separately from the main student file, to the new school or college as soon as possible and within 5 days if an in-year transfer or after the start of a new term.

- that confirmation of receipt of such files is obtained and the contents shared with appropriate personnel.

Appendix 6 LADO Referral

Email to quality.assurance@manchester.gov.uk

Referrer Details

Date of referral:

Person Name:

Referrer Position:

Referrer Service:

Telephone no:

E-Mail Address:

Subject Adult

Full Name:

Date of Birth:

Gender:

Address:

Disabled:

Employment Sector:

Name, Address & Tel No. for the Employer / Approving Agency:

Occupation / Job Title / Role:

Workplace Address:

Employment Start Date:

Reason for Referral:

Any other Role with Children:

Child Details:

Name	Date of Birth	Reason for Contact

Actions taken by employer to date:

Alleged Victim(s)

Child's details if Applicable:

Name	Date of Birth	Gender	Ethnicity (if known)	Disabilities (if known)	Address	Legal Status and whether looked after child	Details of Parents/ Guardians

Date of Incident:

Brief Description of allegation or concern:

Any other professional involvement:

Email to quality.assurance@manchester.gov.uk

Referrals to the LADO (guidance from April 2016)

When allegations arise against a person working with children (including volunteers) the employer should follow the procedures outlined in Working Together to Safeguard Children (2018). Schools and Colleges should follow the statutory procedures set out in Part 4 of **Keeping Children Safe in Education 2022** when allegations of abuse are made against teachers or other school staff.

The procedures should be used when an allegation is made that an adult has:

- behaved in a way that has harmed, or may have harmed a child and/or;
- possibly committed a criminal offence against, or related to a child and/or;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children and/or;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In all cases all the general principles outlined below will apply. For convenience the term employer will be used to refer to organisations that have a working relationship with the individual against whom the allegation is made.

The Employer

Should:	**Should not:**
• Confirm children are safeguarded	• Investigate the allegation
• Obtain the written account which has been prepared by the person to whom the allegation was made	• Interview the child
• Record details of potential witnesses	• Interview the subject
• Record the details of any discussions and the rationale for any decisions that have been made about the child/ member of staff	• Interview potential witnesses

The LADO should be informed of all allegations that come to an employer's attention **and** appear to meet the criteria outlined above, so that they can consult other statutory agencies as appropriate.

It is essential that all sections of the referral form are completed.

The completed referral needs to be sent quality.assurance@manchester.gov.uk

On receipt of the referral The LADO will contact the employer and:

- Confirm that children have been safeguarded

- Consider whether further information is needed
- Discuss details of the allegation taking into account thresholds (as seen above) for LADO involvement
- Determine whether there is sufficient evidence or information that indicates whether the allegation is unsubstantiated or false
- Determine whether multi-agency investigation of allegation and/or risk of harm to child is indicated
- Consider whether suspension of the individual is appropriate and discuss whether the employer has reached a decision about this.

Appendix 7 Table of Abbreviations

Abbreviation	Full Title	Notes
AUP	Acceptable Use Policy	IT and mobile IT
ChISVA	Children's Sexual Violence Advisors	
CME	Children Missing in Education	
CP	Child Protection	
CPOMS	Child Protection Online Management System	
CSE	Child Sexual Exploitation	
CS-GI	Coereced Self-Generated Imagery	Includes Nudes and Semi Nudes, Sexting, Youth Produced and Youth Involved Sexual Imagery
DBS	Disclosure and Barring Service	
DepDSL	Deputy Designated Safeguarding Lead	
DfE	Department for Education	
DSL	Designated Safeguarding Lead	
EDI	Equality, Diversity and Inclusion	To eradicate prejudice and discrimination across the organisation
EPO	Emergency Protection Order	
FBV	Fundamental British Values	
FGM	Female Genital Mutilation	
G.P.	General Practitioner	Doctor
H.R.	Human Resources	
HBV	Honour Based Violence	
HoD	Head of Academic Department	
HoH	Head of House	
HoID	Head of Instrumental Department	
HoS	Head of School	
ISI	Independent Schools Inspectorate	
ISSR	(Independent School Standards) Regulations (2014)	
IT	Information Technology	
KCSIE	*Keeping Children Safe in Education 2022*	
LAC	Looked After Children	
LADO	Local Area Designated Officer	
LGBTQ+	Lesbian, Gay, Bisexual, Transsexual, Transgender, Queer/Questioning, Asexual, Intersex, Ally, 2 spirit,	

	Pansexual, Agender, Gender Queer, Bigender, Gender Variant, Pangender	
LT	Leadership Team	
MSCB	Manchester Safeguarding Children's Board	
MSP	Manchester Safeguarding Partnership	
NSPCC	National Society for the Prevention of Cruelty to Children	
PSHE	Personal, Social and Health Education (Relationships and Sexual Health Education)	
SEND	Special Educational Needs and Disability	
SIMS	School Information Management System	
TRA	Teacher Regulation Agency	
UKCIS	United Kingdom Council for Internet Safety	
UKCCIS	United Kingdom Council for Child Internet Safety	
WT	*Working Together to Safeguard Children 2020*	Still referred to as '2018' / 2020 despite updates in 2022

Appendix 8 Covid 19 pandemic additional safeguarding arrangements, temporary addendum

1.1 We ensure staff can access advice from a trained DSL during periods of closure or remote working and have two deputy DSLs if she were unavailable for any reason such as illness.

2.1 Our safeguarding arrangements cover the safety of students while using online learning through: both student and staff AUPs; e-safety policy; Remote Learning Procedure; additional information on the website; student and parent guidance. Staff also have access to a special Covid 19 folder on Sharepoint with latest guidance and communications to staff, students and parents.

3.1 The DSL is able to access up to date advice from MSP online and can contact social workers by phone. Most agencies have a manned phone or duty person shared on a rota basis.

4.1 We maintain contact with students who are unable to return to school through the Assistant Principal (Academic, and Pastoral) who also oversees two teachers with specific hours in English and Maths to 'see' the students each week as well as normal class teachers who send and receive work. Heads of School coordinate attendance.

5.1 The DSL and her deputies have been fully supported throughout the lock down e.g. Manchester held weekly Zoom drop-ins for DSLs. The DSLs are able to access training throughout the autumn term which means that they can update their training before the allotted 2 years.

6.1 Staff and students use School email and Teams accounts for communicating. Teams should not be used as an alternative to social media, it is provided for work-based communications. House staff use School mobile phones also. The School does not provide devices but we maintain robust data protection and safeguarding through the use of Remote Desktop, Sharepoint, Office 365, and OneDrive.

Appendix 9 Covid 19 Procedures and Plans

This appendix provides an overview of the many and various procedures and plans which have been in place during periods when the school was in full lockdown or operating a Hub School on site between 13th March 2020 and 7th March 2021

Ongoing Provision

For the duration of the Covid-19 epidemic our current Safeguarding and Child Protection policy and procedure remains relevant with the additions/amendments/reminders included below:

Reporting routes

Online routes

Our current Designated Safeguarding Lead (DSL): Barbara Owen barbaraowen@chethams.com

Deputy DSLs:

Nicola Smith nicolasmith@chethams.com

and ianmayer@chethams.com

All three are available by email.

We continue to use the normal reporting routes. For **staff** this is by Concern Form (Appendix 3 to the existing policy) or for a smaller number of staff by using CPOMS (these staff already know they have access for reporting routes i.e. if staff are not aware of this route they have not been given access).

Another possibility is via the 'Be Safe' button on the **Staff or Student** log in page. All students and staff can use this route or could simply email direct to one of the DSLs.

The Designated Officer (formerly Local Authority Designated Officer, LADO) can be contacted as described in the policy using the form in Appendix 6. The specific role of the LADO is to address concerns raised about professionals working with young people.

Offline routes: Call Security on the school landline number 0161-834-9644 and ask for a message to be sent to one of the DSLs, leave a telephone number and one of them will return your call. The Security guards are in place 24 hours per day and 7 days per week. The Leadership Group is also contactable via Security.

Anyone wishing to report a safeguarding concern but is unable or uncomfortable about using normal school routes, can call the 'Front Door' of Manchester Safeguarding Partnership on 0161-234-5001.

Our **Looked After Children** are being cared for in the same way they would be if they were on holiday from school but they are receiving additional support from House Staff.

External Updates

The school is receiving regular updates from the following:

The Boarding Schools Association

Public Health England

Independent Schools Council

Manchester City Council – education and safeguarding.

Meetings and management

Various regular meetings of key staff continue e.g. Leadership Group, COVID Strategy Meeting, Pastoral Team, Heads of Department, Music Management etc. These happen mostly via TEAMS.

TEAMS is an online platform which is accessible only to those with a Chetham's email address. It is the prescribed platform for remote learning. Activity is logged and therefore there is a level of accountability.

IT management
Provision for IT and checking that the system remains operational continues to be in place. The Network Manager's role can be supported by two other members of staff. These staff are geographically separate which should mean that we have ongoing cover in the event of one of them being unable to work. Most key staff have mobile numbers for colleagues so in the event of the network going down key staff would still be able to communicate with one another.

School Updates
Nicola Smith, Joint Principal is circulating regular editions of Chets Chat. This includes ongoing guidance e.g. safety online, behaviour online, well-being, organisational ideas, relaxation and staying physically fit.

Our online School
The Boarding Staff are ensuring that all students (including 'day' students) are accounted for with a virtual register on a weekly basis. Our electronic timetable StREAM continues to run and is scheduling academic lessons including group TEAMS sessions, 1:1 TEAMS tuition, related emails with work allocation, and instrumental sessions including: 1:1 tuition, ensembles, streamed concerts etc. Academic and instrumental staff are checking attendance or interaction (e.g. completing work and returning by email/TEAMS) of their students. See the three guidance sheets: each amended to address a particular group - staff, parents and students. In addition, the Dep DSL (Music) has shared information with each instrumental tutor relating more specifically to instrumental tuition and how this can be delivered safely online.

Support
As ever, various helplines are highlighted to students in their handbooks e.g. Childline, Papyrus, Samaritans etc.
Staff have been alerted to designated staff support helplines.
We have a system in place for reporting illness and particularly Covid-19 symptoms (see form).

Recruitment and staffing
We will continue to ensure all checks are completed before anyone can start working at Chetham's in line with the requirements for safer recruitment. Some admin staff are intermittently on site to open mail. All new starters are being sent recruitment packs in the usual way. DBS forms are being completed and sent off for checking. References are always undertaken and any interviews which have taken place during this period have been done by online video and included the Safer

Recruitment aspects. We have deferred any recruitment which has not been deemed necessary until we are back in the school buildings.

Preparation for coping with bereavement
Members of the Pastoral Team along with school counsellors can be available to support students and staff in the event of bereavements. House staff are most likely to find out any concerns relating to students and their families. Members of the Leadership Group are most likely to be aware of bereavements amongst staff.
Barbara Owen & Nicola Smith
(To be authorised by the School Governing Body)

Appendix 10 References and Resources

UKCIS Nudes and Semi-nudes:
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Mental Health and behaviour:
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Every Mind Matters RSHE teaching resources
https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview

Contextual Safeguarding
https://contextualsafeguarding.org.uk

Report abuse to local council
https://www.gov.uk/report-child-abuse-to-local-council

Safeguarding duties for charities
https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees

RSHE one stop resource
https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health

Safeguarding and remote working
https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

Secure digital services
https://www.nen.gov.uk

360 review of online safety
https://360safe.org.uk

Online self audit (governors' questions, but useful to stress-test our provision)
https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board

Promoting Mental Health and Wellbeing
https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges

Every Interaction Matters webinar:
https://www.minded.org.uk/Component/Details/685525

Low Level Concerns Policy
https://www.farrer.co.uk/news-and-insights/developing-and-implementing-a-low-level-concerns-policy-a-guide-for-organisations-which-work-with-children/

Peer-on-Peer Sexual violence and Harassment
https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

NSPCC sexual harassment resources
https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour

Lucy Faithfull HSB toolkit
https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/?utm_campaign=1540968_HSB%20Toolkit%20email_SOCIAL%20MEDIA&utm_medium=email&utm_source=Lucy%20Faithfull%20Foundation&dm_i=48W7,X10O,38NO7C,43A9L,1

NSPCC Harmful Sexual behaviours framework (2019)
https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework

Young Witnesses:
https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds
https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds

Abduction:
http://www.actionagainstabduction.org

Child Arrangements (custody):
https://helpwithchildarrangements.service.justice.gov.uk

Prevent Awareness Training:
https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html

Prevent Referals Training:
https://www.elearning.prevent.homeoffice.gov.uk/prevent_referrals/01-welcome.html

Channel Awareness Training
https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html

Educate Against Hate
https://educateagainsthate.com

National Information Centre on Children of Offenders
https://www.nicco.org.uk

National Cyber Security Centre:
https://www.ncsc.gov.uk

Operation Encompass:
https://www.operationencompass.org
Modern Slavery:
https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims

Private Fostering:
https://www.gov.uk/government/publications/children-act-1989-private-fostering

Equality and Human Rights Commission:
https://www.equalityhumanrights.com/en/human-rights

Human Rights Act 1998
https://www.legislation.gov.uk/ukpga/1998/42/contents

Equality Act 2010 Advice for Schools
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Teaching online safety
https://www.gov.uk/government/publications/teaching-online-safety-in-schools

Framework for digital life
https://www.gov.uk/government/publications/education-for-a-connected-world

UKCIS External online safety lessons
https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings

CEOP Education: Thinkuknow resource to protect children from online abuse
https://www.thinkuknow.co.uk

Online challenges and hoaxes, sharing info with parents, support and help
https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes

UK Safer Internet Centre (SWGfL)
https://swgfl.org.uk/projects/uk-safer-internet-centre/?gclid=EAIaIQobChMIwbTRzrXN-QIVnYBQBh0J4g30EAAYASAAEgL8QfD_BwE

CEOP: Child Exploitation and Online Protection Command
https://www.ceop.police.uk/safety-centre/

Rape Crisis
https://rapecrisis.org.uk

Anti-bullying: sexual and sexist
https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual

Internet Watch Foundation: support to have images removed from the internet
https://www.iwf.org.uk

LGfL advice on not getting undressed online
https://undressed.lgfl.net

PACE: Police and Criminal Evidence
https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible

Prevent Duty
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf