



# **Kassim Darwish**

## **Grammar School for Boys**

### **Safeguarding Policy**

Updated March 2017

## SAFEGUARDING CHILDREN & CHILD PROTECTION POLICY

<b>Date</b>	02/09/2016
<b>Date reviewed by Trustees</b>	07/09/2016

<b>Date Approved by Trustees</b>	08/09/2016
<b>Date Policy amended and reviewed</b>	08/03/17
<b>Name / Position of the Designated Safeguarding Lead</b>	Mr D Ghidaoui/Deputy Head Teacher
<b>In the absence of the Safeguarding Lead</b>	Mr A Hussain/Head Teacher
<b>Nominated Trustee for Safeguarding</b>	Mr Farroukh Zaheer

<b>Next Review Date</b>	March 2018
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**Important Contact Information**

The telephone numbers of Local authority departments of Children's Social Care are as follows:

Manchester	0161 234 5001	Salford	0161 603 4500
Bolton	01204 337 400	Stockport	0161 217 6028
Bury	0161 253 5454	Tameside	0161 342 4150
Oldham	0161 770 3790	Trafford	0161 912 5125
Rochdale	0845 226 5570	Wigan	01942 828 300

If you have concerns regarding a child or a family, please telephone the Manchester Contact Centre on 0161 234 5001. Email: [mcsreply@manchester.gov.uk](mailto:mcsreply@manchester.gov.uk) Fax : 0161 255 8266

If you believe a child is at risk of immediate harm, please contact the **police 999** and **inform the DSL and children's social services**

Local Authority Designated Officer (LADO) is Majella O'Hagan 0161 234 1214

**Other Useful Numbers:**

Local Organisations	Contact Number
Contact Centre	0161 234 -5001
Manchester Early Help/North	0161 234 -1973
Manchester Early Help/South	0161 234 -1977
Manchester Early Help/Central	0161 234 -1975
Manchester Drug Service - Stimulant Service	0161 819 -2020
Relevant Prevent Partner: Channel Local Authority Chair	The access/referral point for all partners is Jane Murphy Prevent Lead for Schools AM: 0161 225 - 0250 PM: 0161 234 - 5001 This is a multi-agency safeguarding hub
National Organisations	Contact Number
Childline	0800 1111
NSPCC Whistleblowing Helpline	NSPCC Weston House 42 Curtain Road London - EC2A 3NH 0808 800 - 5000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Forced Marriage Unit	020 7008 - 0151
24 Hour Domestic Violence Helpline	0808 2000 - 247

## Other Useful Numbers Cont:

National Organisations	Contact Number
RESPECT (Information for those working with perpetrators of domestic abuse)	0845 122 – 8609
Policy non-emergency contact number for FGM reporting	101
DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors	020 7340 7264 and counter-extremism@education@gsi.gov.uk
Prevent Partners: Channel Police Practitioner	Julie Haworth 0161 865 – 6362 Prevent/Channel Lead (GMP) <a href="mailto:JulieX.Haworth@gmp.police.uk">JulieX.Haworth@gmp.police.uk</a>
Additional Prevent Partners:	
Jane Murphy, Senior Quality Assurance Officer Prevent Lead for Schools (MCC)	0161 254 – 7171 <a href="mailto:j.murphy5@manchester.gov.uk">j.murphy5@manchester.gov.uk</a>
Samiya Butt, Prevent Coordinator (MCC)	0161 234 – 1489 <a href="mailto:s.butt@manchester.gov.uk">s.butt@manchester.gov.uk</a>
David Wells, Regional Prevent Lead (GMP)	<a href="mailto:David.Wells@gmp.police.uk">David.Wells@gmp.police.uk</a>

## Links with other Policies

This safeguarding policy has obvious links with the wider safeguarding agenda. When reviewing this policy, links will be made with other relevant guidelines and procedures such as:

1. Admissions
2. Attendance
3. Allegations of abuse made against teachers and other staff.
4. Whistleblowing
5. Anti-bullying policy
6. Behaviour Policy or Code of conduct
7. Equality
8. Health and Safety
9. School Security
10. PREVENT and Protecting Pupils from Violent Extremism
11. PSHE (Personal, Social and Health Education)
12. RSE (Relationships and Sex Education)
13. Safer recruitment
14. Use of Reasonable Force

## Safeguarding Children & Child Protection Policy

Kassim Darwish fully recognises its responsibilities for safeguarding children and child protection. The safety of our children is the statutory responsibility of all who come into contact with them in our school. We all have a duty to ask ourselves what more can we do to protect vulnerable children.

Our policy applies to all staff, trustees, volunteers, visitors and contractors working in the school and complies with the aims of the current government legislation.

The MIET Trust must safeguard and promote the welfare of our children. All staff and volunteers must be proactive in trying to identify possible child abuse and reporting any concerns to the school's Designated Safeguarding Lead (DSL). All Trustees, Staff and Volunteers must play a part in preventing abuse and neglect through:

1. Ensuring the practice safe guarding of children (safer recruitment & selection / allegation against staff) in checking the suitability of staff and volunteers to work with pupils.
2. Raising awareness of child protection issues and equipping pupils with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting pupils who have been abused in accordance with the agreed child protection plan.
5. Establishing a safe environment in which pupils can learn and develop.
6. Appoint an e-safety officer and ensure that appropriate filters as recommended by MSCB e- safety board are in place to protect children and deliver training to staff on this.

We recognise that because of the day to day contact with pupils, school staff are well placed to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where pupils feel secure, are encouraged to talk, and are listened to.
2. Ensure pupils know that there are adults in the school whom they can approach if they are worried.
3. Ensure children are taught about safeguarding, including online, through the curriculum and PSHE. Particular attention should be paid to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Where possible, these practices should be age appropriate and delivered through a planned component of the curriculum. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety will usually be integral to the school's ICT curriculum and can also be embedded in PSHE and sex and relationships education (SRE). The latest resources promoted by DfE can be found at:
  - The use of social media for on-line radicalisation
  - The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))
  - CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

**We will follow the procedures set out by the Area child Protection Committee (Manchester Safeguarding Children's Board MSCB) and take account of the updated version of the DfE's statutory safeguarding guidance for schools and colleges, Keeping Children Safe in Education, issued in September 2016. It should be read alongside statutory guidance Working Together to Safeguard Children 2015, and the Prevent Duty Guidance: for England and Wales (July 2015)(*Prevent*). We will:**

1. Ensure we have a designated member of staff for Safeguarding children & child protection who has received appropriate training and support for this role via training at two years intervals.
2. Ensure every member of staff, volunteer, parent and trustee knows the name of the designated staff responsible for Safeguarding & Child protection and their role.
3. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for child protection via training at two years intervals.
4. Ensure that parents have an understanding of the responsibility placed on the school and staff for Safeguarding & Child protection by setting out its obligations in the school prospectus.
5. Notify social services if there is an unexplained absence of more than two days for a pupil who is on the child protection register.
6. Develop effective links with relevant agencies (multi agency) and co-operate as required with their enquiries regarding Safeguarding & child protection matters including attendance at case conferences.
7. Keep written records of concerns about pupils, even where there is no need to refer the matter immediately.
8. Ensure all records are kept securely from the main pupils file, and in locked locations.
9. Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
10. Ensure safer recruitment and selection practices are always followed.
11. Temporary and volunteer staff should be made aware of the school's arrangements for Safeguarding & Child protection.

12. Ensure policy is reviewed annually, including an update and review of the effectiveness of child protection procedures and their implementation.
13. All new members of staff will be aware of our Safeguarding & child protection procedures as part of their induction into school. This induction will cover the following:
  - [a] How to recognise indicators of abuse
  - [b] How to report safeguarding concerns about a child and to whom to report
  - [c] Safe working practice by adults in school
  - [d] Allegations management

All staff must sign a confirmation of receipt form to declare they have received, read and understood the Keeping Children Safe in Education September 2016 part one and Annexe A.

We recognise that pupils who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of pupils at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

1. The content of the curriculum and in particular PSHE
2. The school ethos which promotes a positive, supportive and secure Islamic environment and gives pupils a sense of being valued
3. The school behaviour policy is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils know that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
4. Liaison with other agencies that support the pupil such as social services, Child and Adolescent Mental Health Services, education welfare service and educational psychology service ensuring information is passed to relevant bodies, especially when a pupil moves school.
5. Ensuring that, where a pupil on the child protection register leaves school, their information is transferred to the new school immediately and that the child's social worker is informed.

## DEFINITIONS

**Allegation** is when a pupil tells an adult or another pupil that he is being abused.

**Staff** includes any adult who works on site and has contact with pupils.

**Abuse** includes one or any combination of the following headings:

1. Physical Abuse
2. Neglect & Failure to Thrive
3. Emotional Abuse
4. Sexual Abuse

## SPECIAL SAFEGUARDING ISSUES

1. FGM (Female Genital Mutilation)
2. CSE (Child Sexual Exploitation)
3. Radicalisation and extremism
4. Obesity strategy
5. Children who witness domestic abuse

**Suspicion** is when a member of staff has cause to suspect that one of the above is taking place.

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.

**Indicators of Physical Abuse**

1. Bite marks
2. Ligature (cord, string, rope etc.) marks
3. Burns and scalds
4. Cigarette Burns
5. Poisoning
6. Fractures
7. Internal injuries
8. Shaking injuries
9. Bruising

Neglect and Failure to Thrive

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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Indicators of Neglect

1. Impairment of growth
2. Pot belly, thin buttocks
3. Mottled hands and feet
4. Poor clothing, neglected appearance
5. Abnormally voracious appetite
6. Dry sparse hair
7. Lack of supervision
8. Failure to seek medical advice
9. Failure to attend school
10. Lack of stimulation
11. Unhygienic home conditions
12. 'Frozen watchfulness'

### 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, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### Indicators of Sexual Abuse

1. Physical Signs - Fingertip bruising on inside of thigh, itching, soreness, repeated urinary tract infections, bleeding or injury in genital area.
2. Behavioural and Emotional Signs - Withdrawn, wetting or soiling, sexual knowledge inappropriate to age, excessive masturbation, seductive behaviour, kissing inappropriately, hints at sexual behaviour in words/drawing, self - destructive behaviour, running away.

**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.

**Indicators of Emotional Abuse**

1. Degradation
2. Terrorising
3. Isolation
4. Corruption
5. Exploiting
6. Denying
7. Rejection
8. Bullying
9. Mocking
10. Name Calling
11. Teasing
12. Using sarcasm
13. Humiliation
14. Criticising

## CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The school policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

1. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
2. The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
3. Communication barriers and difficulties in overcoming these barriers.

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

4. A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
5. Not getting enough help with feeding leading to malnourishment;
6. Poor toileting arrangements;
7. Lack of stimulation;
8. Unjustified and/or excessive use of restraint;
9. Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
10. Unwillingness to try to learn a child's means of communication;
11. Ill-fitting equipment. for example calipers, sleep boards, inappropriate splinting;
12. Misappropriation of a child's finances; or
13. Inappropriate invasive procedures

## VULNERABLE PUPILS

**Some children will have suffered or are likely to suffer significant harm, and some children will need support from one or more agencies.** In accordance with Manchester local procedures and reporting thresholds, the former should be reported to Children's Social care **immediately**; the latter should lead to early help, inter-agency assessment and intervention using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches.

### Designated Safeguarding Lead

Every school should have one member of staff (who may or may not be the Head of the school) principally designated to act as the co-ordinator for multi-disciplinary contacts in child abuse cases. All members of staff should know the identity of the designated person and also who to contact in their absence.

**The Absence of the designated person should not be a reason for a referral to be delayed or not made as this may endanger the child.**

Staff should consult the Head of the school in the event that there is any uncertainty or disagreement about making a referral.

### **The Role of the Designated Safeguarding Lead**

The role of the designated Safeguarding Lead is to:

1. Act as the first point of contact with regards to all safeguarding matters.
2. Attend up-dated child protection training every two years. This will include local inter-agency working protocols and training in the MSCB's approach to *Prevent* duties.
3. Provide relevant information to the LA on how the school carries out its safeguarding duties.
4. Provide support and training for staff and volunteers
5. Ensure that the school's actions are in line with the MSCB Safeguarding Inter-Agency Procedures.
6. Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
7. Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
8. Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
9. Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
10. Manage and keep secure the school's safeguarding records.
11. Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
12. Liaise with the Headteacher about any safeguarding issues.
13. Ensure that the safeguarding Policy is regularly reviewed and up-dated.
14. Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE and/or ISI concerning Safeguarding.
15. Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy a file.

When making a referral in a case of suspected or alleged abuse, the designated Safeguarding Lead should ask to be informed of the timing of the strategy discussion between the statutory agencies which decides whether and how to investigate. The designated person may also wish to clarify with the investigating agencies when, how and by whom the parents and child will be told that a referral has been made, if the school has not already taken this action.

The person responsible is:-

**Mr D Ghidaoui, Deputy Head Teacher**

He can be contacted on **0161 860 7676**.

In the absence of Mr D Ghidaoui, Mr A Hussain, the school's Head Teacher should be contacted on the same number.

## The Responsibility of the Board of Trustees And Proprietors

The Board of Trustees are the accountable body for ensuring the safety of the school

The Board of Trustees will ensure that:

1. The school has a safeguarding policy in accordance with the procedures of Manchester Safeguarding Children Board;
2. The school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
3. At least one senior member of the school’s leadership team acts as a Designated Safeguarding Lead;
4. The Designated Safeguarding Lead attends appropriate refresher training every two years;
5. The Head Teacher and all other staff who work with children undertake training at three yearly intervals;
6. Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities;
7. The school remedies any deficiencies or weaknesses brought to its attention without delay; and
8. The school has procedures for dealing with allegations of abuse against staff/volunteers.

The Board of Trustees reviews its policies/procedures annually

The Nominated Trustee for child protection at the school is **Mr Farroukh Zaheer**. The Nominated Trustee is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.

The Nominated Trustee will liaise with the Head Teacher / Principal and the Designated Safeguarding Lead to produce an annual report for Trustees.

A member of the Board of Trustees (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

## Safer Recruitment and Safeguarding Checks

1. The School pays full regard to Keeping Children Safe in Education (Statutory guidance from the Department for Education issued in September 2016). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
2. All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils.

3. The Designated Safeguarding Lead will have undertaken Safer Recruitment Training. He will be involved in staff /volunteer recruitment processes and sit on the recruitment panel.
4. See Safer Recruitment Policy in the Staff Handbook for more details.

## **Safeguarding children and whistle-blowing**

A member of staff or volunteer who has concerns about the behaviour of another member of staff towards a child can be confident that such concerns will be thoroughly investigated. All staff working within our school must report any potential safeguarding concerns about an individual behaviour towards children immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the Chair of Trustees and he will decide on any action required. The chair of Trustees can be contacted via the Trust Office on: 0161 860 7575.

## **Preventing Radicalisation and Violent Extremism**

At our school we are committed to protecting our pupils from the malign influence of violent political and religious extremism. To support this, all staff have received specialist training from relevant external agencies.

Staff must be particularly vigilant and will report any concerns they have about radicalisation to the DSL. The DSL will then make a referral to the relevant authorities in accordance with Greater Manchester Safeguarding Partnership guidance “Safeguarding Children and Young People Vulnerable to Violent Extremism”.

This policy describes the activities that the School will undertake in order to ensure that pupils attending the School are safeguarded against being influenced by those who hold violent and extreme views. These activities and responsibilities are linked to the duty to promote **British Values** in School:

1. Teach material which emphasis the strengths, weaknesses of democracy in contrast to other forms of government in other countries and how democracy works in Britain.
2. Ensure that all pupils within the school have a voice that is listened to, for example by having democratic processes such as the school council whose members are voted in by the pupils;
3. Organise visits to local councils, Parliament and places of worship of other faiths, and encourage contacts with those of other faiths, in political or local office;
4. Use opportunities such as general or local elections to hold whole school mock elections whereby pupils can learn how to argue and defend points of view.
5. Use teaching resources from a wide variety of sources to help pupils to understand a range of faiths, and beliefs such as atheism and humanism;
6. Work with the Local Police Prevent Team to provide adequate training for staff, pupils and parents.

## Forced Marriage

1. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by the school. Child abuse cannot be condoned for religious or cultural reasons.
2. Information about Forced Marriage will be incorporated into staff Safeguarding and child protection training and briefings and the school's Safeguarding and Child Protection Policy will be used to protect a victim or potential victim of forced marriage.
3. In cases where forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

## Female Genital Mutilation (FGM)

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Staff may come into contact with females from other schools. In addition, our own pupils might talk about or disclose information about FGM in their own families and communities.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, **there will be a statutory duty upon that individual to report it to the police.** Those teachers failing to report such cases will face disciplinary sanctions. Unless teachers have good reason not to do so, they should discuss any such case with the Designated Safeguarding Lead or children's social care in accordance with the procedures for dealing with concerns about a child set out elsewhere.

## Peer-on-Peer Abuse

Staff should recognize that children are capable of abusing peers. Allegations of peer-on-peer abuse will be investigated and dealt in accordance to this policy (see later section). Types of peer-on-peer abuse can include:

1. Sexting
2. Relationships
3. Sexual exploitation
4. Emotional
5. Financial

The school also recognizes the different gender issues that can be prevalent in peer-on-peer abuse, e.g. boys being subjected to initiation/hazing type violence. All peer-on-peer abuse will be managed in accordance with this policy and a bullying incident will be treated as a child protection concern and where there is a reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm will warrant a response under these procedures rather than the School's behavior policy.

Victims of peer-on-peer abuse will be offered support by the school as appropriate. This may include pastoral support, external agency support and monitoring.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". All forms of bullying or abuse should be dealt with adequately and the DSL should be informed through the school disclosure procedure of any peer on peer abuse.

## **Domestic Abuse**

1. The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.
2. Children react to domestic abuse in similar ways to other types of abuse and trauma.
3. Information about Domestic Abuse and its effect upon children will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's policies and procedures will be used to protect children exposed to, and at risk from, domestic abuse.
4. Any child thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and Manchester Children's Service Contact Centre will be contacted as soon as possible.

## **Types of Allegations**

1. Physical assault or rough handling
2. Restraint issues
3. Inappropriate touch
4. Sexual assaulting
5. Sexual relationship
6. Use of pornography
7. Sexual innuendo
8. Bullying, threatening or degrading action
9. Inappropriate or abusive language
10. Harassment of vulnerable groups
11. Persistent humiliation, hostility or intimidation
12. Neglect of care needs of health and safety
13. Failure to follow or address the needs of children in need and other

## Knowledge of Procedures

Any member of the school who suspects abuse, has responsibility for making a report and ensuring that a referral is made. It is essential, therefore, that every member of staff is aware of Safeguarding children & Child Protection Procedures and where to find them within the building. Staff should not, however, take action beyond that laid down in the procedures.

## Suspected Child Abuse

Procedures must be followed where there is concern that a pupil may have suffered or be at risk of suffering, harm from any of the following people:

1. A parent or carer
2. A person known to the pupil, irrespective of where they live, such as a relative or family friend
3. A professional who has contact with the pupil through his or her employment
4. Another pupil
5. People involved in organised abuse

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care (see page 3) and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number. There is no need to establish certainty and the pupil should not be questioned to establish this. Where appropriate, arrangement should be made for the person to whom the disclosure has been made to stay with the pupil or another appropriate person with whom the pupil feels safe.

## Talking to Pupils

Any member of the school who notices possible signs of abuse or who is approached should make it possible for the pupil to explain an injury, speak of personal experiences, which concern them or make a disclosure in a non-threatening environment. They should be reassured that they are believed and be told that further action may be taken and the reasons given. Care must also be taken to reassure the young person that they are right to report the matter and that they are not to blame.

It is not the responsibility of staff to interview pupils or young people about suspected abuse. This is the responsibility of the police and social services. However, staff need to make enquiries of a pupil in order to ascertain whether a referral to these agencies is appropriate. It is not the sole responsibility of the designated person to take information about possible abuse from a pupil, as pupils confide in people that they trust. The designated person will be responsible for collecting reports and notes from those involved in the case but should not take statements from the pupil/s.

**The person who initially listened to the child should record what the child said using the same language.**

It is acceptable to record what is seen on a pupil's body during activities such as physical education and ask about the circumstances of a bruise. It is not acceptable to undress and examine pupils.

**Leading questions should also be avoided and children should be allowed to express themselves freely.**

## Talking to Parents / Carers

In cases of possible child abuse, the appointed person is often the best, least threatening person to make initial contact with parents/carers. Where possible, and provided that this will not place the child at greater risk of harm, discuss your concerns with the family and seek their agreement before making a referral to Social Services.

**Do not delay a referral because a parent is not in agreement with this course of action.  
Parental consent is not required for referral to statutory agencies**

The designated Safeguarding Lead will then discuss how the parent will be informed with Social Services and the police.

## Confidentiality and Responsibility of Staff

The welfare of the child should be paramount and should take precedence over issues of confidentiality or maintaining good relationships with families.

**Children should not be given the promise of confidentiality**

**It should be explained that if the teacher feels that they are not safe or another child is not safe, then the information may have to be passed on to other people.**

Reporting of suspicions in good faith according to procedures accepts staff from liability to civil action provided that no information concerning suspicious or knowledge subsequently acquired as the result of reporting such suspicions, is communicated to persons not directly and professionally involved with the child's wellbeing. Information passed onto other staff should be on a 'need to know basis.

## Recording Information

All action should be recorded in a confidential file which must include copies of letters and reports, details of all telephone conversations, contact with parents, medicals and all relevant case details. Records should clearly document the reasons for concern, behaviour or words used by the child and any marks or injuries. Records should contain information about every development in the case. Careful note should be made of dates, times and personnel involved. Information should be recorded as soon as possible and be signed and dated.

Records should be securely kept separate from the child's normal records, securely and should be retained at least until all children in the family leave the school. It is recommended that records are kept for 7 years. Records of incidents or evidence, which might suggest abuse, should not be destroyed. If an incident is investigated and a reasonable or innocent explanation is given and accepted, the record remains on file.

## Confidentiality

The degree of confidentiality to be maintained is determined by the need to safeguard a child's welfare. If in doubt apply the test 'will withholding this information prejudice the welfare of the child?' If the answer is 'yes', some or all of this information should be shared.

## Access to Records

The staff member responsible for the safekeeping of the child protection records must be clear about who may or may not be allowed access. Child Protection are exempt from the requirements in the School's records Regulations, under which parents/carers can examine all records relating to their child.

**Individuals have no right to inspect case files merely by virtue of their relationship to a child, their authority or their status within the establishment.**

## Action to Be taken When Child Abuse is Suspected

If the designated person or another member of staff is satisfied that there are grounds for concern or evidence that a child has been abused, then the information should be passed to the local Social Services Department by telephone. The information should include:

1. The child's name, approximate age and establishment (including nursery) if attended
2. The names and ages of any other children in the household
3. The names and ages of adult members of the household
4. Details of any allegation or incident or concern, including when and where it occurred, and who was present
5. A description of evidence of any injury observed on the child
6. The name of the person said to be responsible for being the cause of the significant harm.
7. The child's address

The information should then be confirmed in writing and a copy sent to the Chief Education welfare Officer who will acknowledge receipt and will send copies to the Social Services District Office and the Mancunian Community Health Trust.

Social Services should make clear to any referrer who will take what action that no action will be taken. Where the referrer is a professional, this should be recorded.

## **Allegations of abuse against staff (including DSL), volunteers and the Headteacher**

1. In case where an allegation is made against a member of staff or volunteer, this should be referred to the Headteacher who will contact the LADO without delay to seek advice on investigation
2. In case where an allegation is made against the designated person, the chair of trustees should be informed immediately by the Head Teacher and the chair of Trustees will contact the LADO without delay to seek advice on investigation The chair of Trustees can be contacted via the Trust Office on: 0161 8607575.
3. Where there are concerns about the Headteacher, this should be referred to the chair of Trustees and the LADO without informing the Head.
4. Where there are allegations against the chair of Trustees, this should be referred to the LADO on 0161 203 2393
5. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed.
6. Every effort will be made to maintain confidentiality and guard against unwanted publicity.
7. The school is committed to report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.

See Appendix 5 – Managing allegations of abuse against staff, DSL and volunteers.

## **Children and Young People Who Go Missing From Home**

A child or young person is considered to be missing if he is absent from his place of residence without authority, in circumstances where the absence causes concern for the safety and welfare of the child or where there is potential danger to the public.

If the school identifies that a child is missing from school and without communication from parents, the Head or nominated member of staff must:

**Inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).**

**In addition, Schools must notify their 'own' local authority when they remove or add a pupil's name to the admissions register at non-standard transitions, i.e. where a compulsory school-aged child leaves a school before**

completing the school's final year or joins a school after the beginning of the school's first year.

## Staff Training

The school has a commitment to training staff to protect our children and adheres to the following:

- a. The school will ensure that at least one member of the interview panel has been accredited with NCSL Safer Recruitment training.
- b. All staff are expected to be familiar with the contents of the Safeguarding & Child protection procedures.
- c. Staff will be reminded at the start of each year, who the designated person is and what procedures to follow in case of suspected abuse
- d. All staff will receive updated formal training (this includes Prevent and online safety) at least every two years, with the designated person receiving training every two years through MSCB. This should be supplemented with informal updates, for example, e-bulletins and staff meetings.
- e. The school will also train a deputy Designated person, who will be trained to the same level as the Designated Safeguarding Lead.

## Staying Safe Online

The school recognises its responsibilities towards ensuring pupils can access the Internet and digital technology safely and without harm. The school has appointed an e-safety officer: Mr Shujaat Hussain. The school requires all parents to sign an Internet use permission form on entry to the school. The school will ensure that the web filter used complies with IWF URL filtering as a minimum.

The use of technology can become a significant component of many safeguarding issues. The three main areas of risk are:

1. Content: being exposed to illegal, inappropriate or harmful material
2. Contact: being subjected to harmful online interaction with other users.
3. Conduct: personal online behavior that increases the likelihood of, or causes, harm.

DSL to work with school ICT manager to ensure adequate filtering and monitoring regime for online security  
DSL to work with the ICT teacher on e-safety and ensuring significant monitoring and filtering procedures are in place.

## SEXTING

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

90% of 16-24 year olds and 69% of 12-15 year olds own a smartphone, giving them the ability to quickly and easily create and share photos and videos”

Further details on ‘sexting’ can be found in the ‘Sexting in schools and colleges document produced by the UK Council for Child Internet Safety’

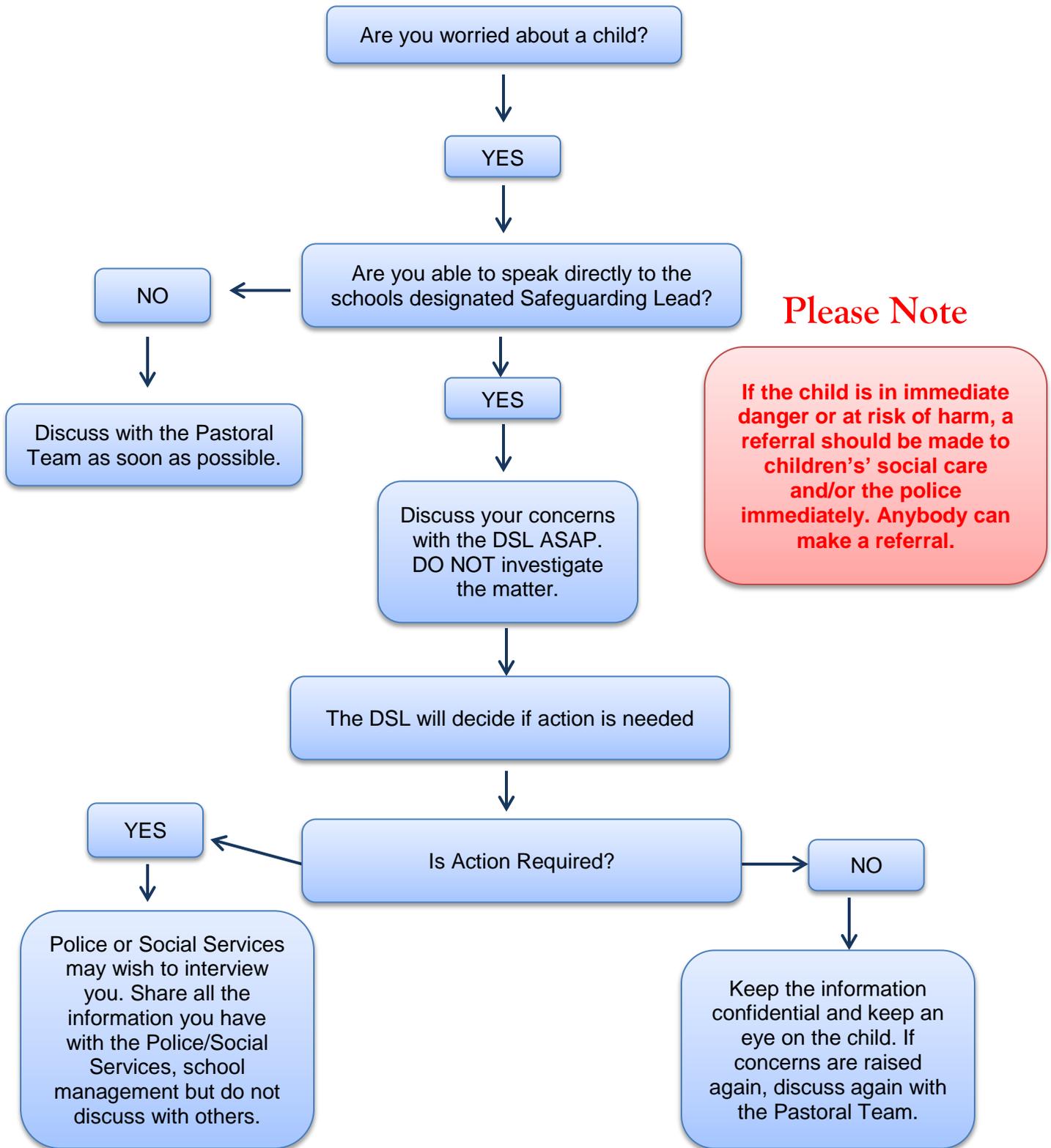
At Kassim Darwish Grammar School for Boys incidents of sexting will be dealt by both the safeguarding and pastoral teams and if needed relevant discipline procedures as outlined in the school behaviour policy. This is available from the school website or school office.

Further information on Safeguarding and safeguarding policies can be found on the MSCB Website at [www.manchestersch.org.uk](http://www.manchestersch.org.uk)

#### MSCB Policies:

1. Managing Allegations and Concerns Against Staff and Volunteers
2. Forced Marriage
3. Domestic Abuse
4. Missing from home and care
5. Private Fostering
6. Child Sexual Exploitation
7. E-Safety policy

Action when there are concerns over a child's welfare or suspicions of abuse



SIBLING INFORMATION

APPENDIX 1

PUPILS NAME: \_\_\_\_\_ TUTOR GROUP: \_\_\_\_\_

BROTHER/SISTER NAME	DATE OF BIRTH	PRESENT SCHOOL
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SIGNED: \_\_\_\_\_ PARENT/CARER

APPENDIX 2

CHILD PROTECTION RECORD

Pupil's Name: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Place of Incident: \_\_\_\_\_

\_\_\_\_\_

Incident Causing Concern: (carry on overleaf if necessary):

\_\_\_\_\_

Persons present at time of incident:

\_\_\_\_\_

Action Taken:

\_\_\_\_\_

Recorder's Name and Designation: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Have you discussed this with/spoken to a designated person? \_\_\_\_\_

Do you need further support? \_\_\_\_\_

Designated Person's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



APPENDIX 4

**RECORD OF LEVEL TWO SHARING OF INFORMATION AND ACTION**

Name of Child: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

What are the child's:

a) Strengths?

b) Needs?

How are the child's parenting needs:

a) Being met?

b) Requiring support?

What factors in the family/community:

a) Are available to support the child?

b) May be impacting negatively on the child?

**APPENDIX 5**

Support already in place:

Support Planned (Indicate who is responsible):

- In School/Centre

- Other services/agencies:

- Home/parent/carer:

Signatures:

School/Centre Staff: \_\_\_\_\_

Parent/Carer: \_\_\_\_\_

Date : \_\_\_\_\_

## APPENDIX 5

### Managing allegations of abuse against staff, (including the DSL) and Volunteers

Any person who receives or wishes to make an allegation about a member of staff or volunteers or any persons outside the school by a pupil, parent or another staff member, must report the matter immediately to the HT or the Chair of Trustees if the allegation is against the HT. The HT/ Chair of Trustees will then follow the procedures set out in the flow chart below.

**Allegations against a teacher or a member of staff who is no longer teaching at the school will be referred to the police.**

