

# ST. MARK'S PRIMARY SCHOOL

## Safeguarding Policy –

Amended by Head Spring 2018 with change of Governor and Team

***In line with Keeping Safe in Education 2016:***

***We will need to ensure this document is***

- ***'understood and owned' by all in the school community***
- ***Implemented and actioned by all***
- ***Updated at least annually or when changes in policy or procedures occur, whichever is soonest***

## Contents

<b>OUTLINE</b> .....	4
SAFEGUARDING DEFINITION: .....	4
CHILD PROTECTION DEFINITION: .....	4
RATIONALE: .....	5
PURPOSE:.....	5
LANGUAGE: .....	5
CONTENTS .....	6
PREVENTION.....	6
DEFINITIONS .....	9
ROLES AND RESPONSIBILITIES .....	11
SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision) .....	11
Use of mobile phones.....	12
Work mobiles .....	12
Personal mobiles .....	13
Cameras: Photography and Images.....	13
SEXTING .....	14
PROCEDURES AND RECORD-KEEPING .....	15
SUPPORTING VULNERABLE PUPILS .....	17
EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS.....	18
EXTREMISM AND RADICALISATION .....	19
SAFER RECRUITMENT AND SAFER WORKING PRACTICE .....	19
GOVERNING BODY DUTIES & RESPONSIBILITIES.....	20
OTHER RELATED POLICIES .....	21
APPENDICES.....	<b>Error! Bookmark not defined.</b>
<b>Appendix 1-poster</b> .....	<b>Error! Bookmark not defined.</b>
<b>Appendix 2 – Levels of Need</b> .....	23
<b>Appendix 3-Flowchart for concerns</b> .....	30
<b>Appendix 4-possible indicators of abuse</b> .....	32

# St. Mark's Safeguarding Policy

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RATIFIED BY THE GOVERNING BODY	<i>SUMMER 2017</i>
SIGNED:	<i>CHAIR OF GOVERNORS</i>
TO BE REVIEWED:	<i>SUMMER 2017</i>

At St. Mark's the following members of the school community hold the following positions

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
<i>Alison Whitehead</i>	<i>Debbie Aexander, Debbie Hussey, Emma Harding, Gina Wagstaff, Kay Nicklin, Carmen Malpas, Nicola Robinson, Diane Lloyd</i>	<i>Lindsey Hegerty Contact via School Office</i>

Concerns or allegations about a member of staff or volunteer should be shared with:

The Headteacher / Principal	Deputy Head / Principal (in the absence of the Headteacher)	Chair of Governors (in the event of an allegation against the headteacher)
<i>Alison Whitehead</i>	<i>Emma Harding</i>	<i>Barbara Rhodes</i>

## OUTLINE

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

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. In line with this understanding, any adult working or volunteering the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

### SAFEGUARDING DEFINITION:

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

*("Working Together to Safeguarding Children" DfE 2015)*

### CHILD PROTECTION DEFINITION:

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

THIS POLICY ENCOMPASSES CHILD PROTECTION.

Children includes everyone under the age of 18 (Children Act 1989 and 2004) and this is term used throughout the rest of this policy.

## RATIONALE:

At St. Mark's we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Board approve the S175/157 return to the LA on a yearly basis. This policy demonstrates the schools commitment and compliance with safeguarding legislation.

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

Staff and volunteers are updated on safeguarding issues frequently across the year – annually for Stage 1 safeguarding, and in accordance with the school's training plan (can be reprioritised in accordance with national, local and school needs). These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harmed.

## PURPOSE:

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

We strive to ensure that all children regardless of their age, gender, ability, culture, race, language, religion or sexual identity are protected from harm in all its forms. All staff and volunteers have an equal responsibility to act on concerns, suspicions or disclosures that lead them to suspect or understand a child may be is at risk of harm. As part of our duty of care we also work to ensure that pupils and staff involved in safeguarding and child protection issues receive appropriate support.

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

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

## LANGUAGE:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances

consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

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

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

Child refers to all young people who have not yet reached the age of 18.

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

## CONTENTS

This policy has been divided into four key areas:

Prevention  
 Procedures and Record Keeping  
 Support  
 Safer Recruitment

Additional materials are referenced or provided in the Appendices.

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

## PREVENTION

We will establish and maintain an ethos where:

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

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

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

We provide frequent, appropriate opportunities for Personal, Social and Health Education throughout the curriculum, ensuring children develop skills and understanding on their journey to adulthood which will enable them to be safe; develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support.

Children are supported in recognising risks in various forms including on the internet. That children understand what kind of physical contact is acceptable and are able to

recognise inappropriate pressure from others, including that which threatens their personal safety and well-being and give them strategies to counter this.

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

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

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

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

**Our school's arrangements for consulting with, listening and responding to pupils are:**

- **High emphasis placed on relationships**
- **Frequent opportunities for checking with children (twice a day as standard and a weekly circle time)**
- **Allocated 1-1 or small group support weekly for higher level needs**
- **Use of purple (low level) and orange (possible CP level) forms to record and act**

**Our school's arrangements for consulting with, listening and responding to parents are:**

- **Provision of a Parent and Behaviour Support Mentor**
- **Open door policy**
- **Information on notice boards for parents**
- **Information on website**
- **Information in starter packs**

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

**All staff access training annually with regular updates across the academic year.**

We undertake SSCB 'endorsed' Basic Awareness training and all new staff, as part of their induction, access safeguarding training within the first term of their employment/placement.

The Designated Lead attends the SSCB safeguarding training on an annual basis.



## DEFINITIONS

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

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

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

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

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

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

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

It may feature age or developmentally inappropriate expectations being imposed on children. 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.

**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.

**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.
- include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

## ROLES AND RESPONSIBILITIES

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

- Knows the name of the DSL and the members of the Child Protection Team and understands his/her role and responsibilities.
- Understands they have an individual responsibility to refer safeguarding and child protection concerns.
- Will receive training at the point of induction so that they know:
  - their personal responsibility / code of conduct / teaching standards
  - SSCB child protection procedures and how to access them
  - the need to be vigilant in identifying cases of abuse at the earliest opportunity
  - how to support and respond to a child who discloses abuse/ significant harm
  - their duty concerning unsafe practices of a colleague.
  - the DSL will disclose any information about a pupil to other members of staff **only** on a need to know basis
  - the school will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate.
  - the school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.
  - to develop effective links with relevant agencies in relation to safeguarding (child protection)
  - to ensure that, where there are unmet needs, an assessment of early help is initiated
  - to send appropriate representatives to case conferences, core groups and child protection review meetings

We will notify any Lead Social Worker if:

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

## SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)

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

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

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

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

### Use of mobile phones

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

We will:

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

### Work mobiles

To protect children we will ensure that the work mobile:

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

## Personal mobiles

To protect children we will ensure that personal mobiles:

- Are stored securely in their personal belongings and will be switched off whilst staff are on duty (unless specific permission has been agreed).
- Are not used to take pictures of the children attending the setting or that images are not shared.
- Will not be used to take photographs, video or audio recordings in our setting.
- Are not used to contact parents or children –exception will only be by agreement with the SLT.

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

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

## Cameras: Photography and Images

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

To protect children we will:

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

## SEXTING

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

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

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

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

Further advice can be found here:

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

and in the school's Sexting Policy

## PROCEDURES AND RECORD-KEEPING

St. Mark's will follow [Greater Manchester Safeguarding Procedures](#) in detail and adhere to any local guidance and policies from SSCB as required.

The school will ensure that:

Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure.

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

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

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

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

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

In the case of child protection referral a member of the Child Protection Team will contact MASSH immediately (alongside any other emergency or support services that may be required). They will follow the agreed school Referral Protocol.

In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion or if in any doubt, a member of the Child Protection Team will be asked by the DSL to contact the MASSH for advice.

The DSL will ensure written, signed and dated records detailing any disclosures and action taken as near to the time of disclosure as possible is kept, even when no investigation is undertaken; following up any verbal referral to the MASSH in writing within 24 hours. All referrals and outcome are noted on the 'Orange form' database in Teachers Area.

Conversations with a child who discloses abuse should follow the basic principles:

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

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

If the allegation is against the Head, the Chair of Governors should be contacted immediately and s/he seek advice from the LADO. If the allegation is against both Head and Chair then the LADO should be contacted directly. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator.



## SUPPORTING VULNERABLE PUPILS

### Vulnerable Pupils

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the lead Social Worker. If the pupil in question is a Looked After (LAC) child, this will also be brought to the notice of the Designated Teacher with responsibility for LAC . If a pupil discloses that they have witnessed domestic violence or it is suspected that they may be living in a household, which is affected by family violence, this will be referred to the DSL. The School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse, mental health and learning disability within the family, those who are young carers, mid-year admissions and pupils who are excluded from school or subject to a managed transfer. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, schoolwork or other children. The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a safeguarding context.

The school will endeavour to support vulnerable pupils through:

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

## EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

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

All staff have seen and understand the Stockport 'level of need' document (see Appendix 2) and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance all staff receive regular training and updates to help them identify when a child is vulnerable.

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

- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Children missing education
- Domestic abuse
- Peer relationship abuse
- Peer abuse
- Risky behaviours
- Sexual health needs
- Obesity/malnutrition
- On line grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
- Self-Harm
- Female Genital Mutilation
- Forced Marriage
- Young carers
- The potential additional needs of some learners such as- Looked After Children (LAC), previously LAC, those who have Special Educational Needs or Disabilities (SEND) and children whose families are seeking asylum.
- How an Education Health Care (EHC) plan links with other safeguarding processes

The DSL and some members of the Child Protection Team are members of the school leadership team. In line with local and national guidance they receive regular training and updates to equip them with the skills and knowledge to deliver in this role. A DSL is always available to school staff when school is open including before and after school activity.

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

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

## EXTREMISM AND RADICALISATION

St. Mark's seeks to protect children and young people from the influences of all violent extremism including, but not restricted to;

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

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

St. Mark's is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern.

Prevention work and reductions of risks will include the SMSC, PSHE curriculum, SEND policy, assembly policy, integration of pupils by gender and SEN, the application of the anti-bullying policy and a commitment to building and maintaining an inclusive and fair school environment and community. We will apply an appropriate school letting policy. Whilst the education of children is the prime purpose of our school it is recognised that the school operates in the wider community. Its facilities are therefore only available to local groups when this does not conflict with either the interests of its pupils or the wellbeing and workload of its staff (see Radicalisation Policy).

## SAFER RECRUITMENT AND SAFER WORKING PRACTICE

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

We do this by:

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

Every member of staff (including supply staff) has a 'safeguarding induction' and we ensure that staff and volunteers adhere to a published code of conduct and other relevant professional standards at all times. This extends to before and after school activities. Staff and visitors are aware of the requirements for social media/ on-line conduct. Other professionals and visitors to our school are made aware of the requirement and expectations we have in respect of safeguarding our children.

We ensure that:

- Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2016" and SSCB, LADO and HR Policy, procedures and guidance.
- All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Adequate risk assessments are in place including for extended school/ wrap around provision, volunteers, work placements and holiday activities (directly related to school).
- Staff are clear how to raise a concern, where to find 'whistleblowing policies' and are confident to report concerns of misconduct.

## GOVERNING BODY DUTIES & RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with Government guidance and pays particular regard to Keeping Children Safe in Education (2016).

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

- Have robust safeguarding procedures in place.
- Operates safer recruitment procedures and appropriate checks are carried out on newly appointed staff and other adults working on the school site.
- Have procedures for dealing with allegations of abuse against any member of staff or adult on site.
- Has appointed a member of the Leadership Team who is designated to take lead responsibility for dealing with safeguarding and Child Protection issues.

- Will take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.
- Is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- Carries out an annual review of the safeguarding policy and procedures.
- Carries out an annual safeguarding Audit in consultation with the Governing body, sharing this with the Stockport safeguarding Children Board on request.
- 

## OTHER RELATED POLICIES

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

- Attendance Policy
- Data Protection
- Staff Code of Conduct / Staff Behaviour Policy
- Inclusion Policy
- Sexting Policy
- Mobile Phone Policy
- Whistleblowing Policy

ST. MARK'S PRIMARY SCHOOL

## COMMITMENT TO SAFEGUARDING CHILDREN

All the staff in our school are committed to safeguarding all our children

We will strive to:

Provide a safe environment for our children

Notice and take appropriate action to help any of our children who are either at risk of, or are suffering from, significant harm

Develop our children's understanding of how to keep themselves safe

Our designated child protection officer is:

ALISON WHITEHEAD, HEADTEACHER

In her absence the role will be fulfilled by:

ANY MEMBER OF THE CHILD PROTECTION TEAM

(Debbie Hussey, Debbie Alexander, Emma Harding, Gina Wagstaff, Carmen Malpas, Kay Nicklin, Nicola Robinson)

If you have any concerns about the welfare of any of our children

Record your concerns using:

HIGH LEVEL - Child Protection Report MUST HAND TO MEMBER OF TEAM, unless the issue is about the Head teacher, in which case, it must be referred to the Chair of Governors.

(orange form kept in staffroom)

LOWER LEVEL – Pupil Notes SEALED ENVELOPE IN TRAY OF AW

(purple form kept in staffroom)

Record of physical injury – Skin Map (kept in staffroom)

CURRENT CASES – phone named Social Worker. If not available, phone duty at Children's Services, Baker Street

0161 475 6700 (Duty)

0161 718 2118 (Out of Hours)

NEW CHILD PROTECTION REFERRALS/ ADVICE -Contact Centre, Fred Perry House

0161 217 6028 (for new referrals or advice)

0161 476 3504 – Fax for evidence sheets, notes etc

Integrated Children's Services (ICS)

0161 218 1873 Overdale Centre – Joyce Boyd; Christine Smallwood; Sally Mantel

Safeguarding Unit – to check conference review dates; LADO for allegations against staff

0161 474 5657 Sanderling Building

cyp@stockport.gov.uk - email notes of concern

safeguarding.unit@stockport.gcsx.gov.uk – email reports for conferences

Common Processes (Supporting Families Pathway) – to check if a CAF/TAC is in place

0161 217 6160 MASSH Multi Agency Stockport Safeguarding Hub Stopford House

GREATER MANCHESTER POLICE

0161 872 5050

0161 856 9931 (CP unit)

Updated May 2016

## Appendix 2 – Levels of Need

### PROMOTING CHILDREN AND YOUNG PEOPLE'S WELL-BEING:

#### UNDERSTANDING LEVELS OF NEED

**LEVEL 1:** These are children and young people who make good overall progress in all areas of development. Broadly, these children receive appropriate universal services, such as health, care and education. They may also use leisure and play facilities, housing or voluntary sector services. These children may have a **single** identified need that can be met adequately by a **universal** service, however if further additional needs are identified a CAF will be required and step up to level 2.

1. Development Needs of Infant, Child or Young Person	
<p><b>Health, e.g.</b></p> <ul style="list-style-type: none"> <li>• Physically well</li> <li>• Adequate diet/hygiene/clothing</li> <li>• Developmental checks/immunisations up-to-date</li> <li>• Regular dental and optical care</li> <li>• Health appointments are kept</li> <li>• Developmental milestones met</li> <li>• Speech and language development met</li> </ul> <p><b>Education and Learning, e.g.</b></p> <ul style="list-style-type: none"> <li>• Skills/interests</li> <li>• Success/achievement</li> <li>• Cognitive development</li> <li>• Access to books/toys, play</li> </ul> <p><b>Emotional and Behavioural Development, e.g.</b></p> <ul style="list-style-type: none"> <li>• Feelings and actions demonstrate appropriate responses</li> <li>• Good quality early attachments</li> <li>• Able to adapt to change</li> <li>• Able to demonstrate empathy</li> </ul>	<p><b>Identity, e.g.</b></p> <ul style="list-style-type: none"> <li>• Positive sense of self and own abilities</li> <li>• Demonstrates feelings of belonging and acceptance</li> <li>• An ability to express needs age appropriately</li> </ul> <p><b>Family and Social Relationships, e.g.</b></p> <ul style="list-style-type: none"> <li>• Stable and affectionate relationships with care givers</li> <li>• Good relationships with siblings</li> <li>• Positive relationships with peers</li> <li>• Positive role models</li> </ul> <p><b>Social Presentation, e.g.</b></p> <ul style="list-style-type: none"> <li>• Appropriate dress for different settings</li> <li>• Good level of personal hygiene</li> </ul> <p><b>Self-care Skills, e.g.</b></p> <ul style="list-style-type: none"> <li>• Growing level of competencies in practical and emotional skills, such as feeding, dressing and independent living skills</li> </ul>
2. Parents and Carers	3. Family and Environmental Factors
<p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Provides for child's physical needs, e.g. food, drink, appropriate clothing, warmth, medical and dental care</li> </ul> <p><b>Ensuring Safety</b></p> <ul style="list-style-type: none"> <li>• Protect from danger or significant harm, in the home and elsewhere</li> </ul> <p><b>Emotional Warmth</b></p> <ul style="list-style-type: none"> <li>• Shows warm regard, praise and encouragement</li> </ul> <p><b>Stimulation</b></p> <ul style="list-style-type: none"> <li>• Facilitates cognitive development through interaction and play</li> <li>• Empowers child to experience success</li> </ul> <p><b>Guidance and Boundaries</b></p> <ul style="list-style-type: none"> <li>• Provides guidance so that child can develop an appropriate internal model of values and conscience</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Ensures that secure attachments are not disrupted</li> <li>• Provides consistency of emotional warmth over time</li> </ul> <p><b>Family History and Functioning</b></p> <ul style="list-style-type: none"> <li>• Good relationships within family, including when parents are separated</li> <li>• Few significant changes in family composition</li> </ul>	<p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• Sense of larger familial network and positive friendships outside of the family unit</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• Accommodation has basic amenities and appropriate facilities</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Parents able to manage the working or unemployment arrangements and do not perceive them as unduly stressful</li> </ul> <p><b>Income</b></p> <ul style="list-style-type: none"> <li>• Reasonable income over time, with resources used appropriately to meet individual needs</li> </ul> <p><b>Family's Social Integration</b></p> <ul style="list-style-type: none"> <li>• Family feels integrated within the community</li> <li>• Good social and friendship networks exist</li> </ul> <p><b>Community Resources</b></p> <ul style="list-style-type: none"> <li>• Good universal services in neighbourhood</li> </ul>

**LEVEL 2:** These are children and young people whose needs require some extra support from a **targeted** intervention/service. This may be short term but requires a co-ordinated response from additional services, these children and young people will benefit from a CAF/TAC episode to ensure that

needs are met and risk of escalation of need is minimised. A CAF will also ensure that information is held centrally and visible to other professionals who may also have concerns.

1. Development Needs of Infant, Child or Young Person	
<p><b>Health, e.g.</b></p> <ul style="list-style-type: none"> <li>• Defaulting on immunisations/checks</li> <li>• Is susceptible to minor health problems</li> <li>• Slow in reaching developmental milestones</li> <li>• Minor concerns re diet/hygiene/clothing</li> <li>• Starting to default on health appointments</li> <li>• Teenage pregnancy</li> </ul> <p><b>Education and Learning, e.g.</b></p> <ul style="list-style-type: none"> <li>• Has some identified learning needs that place him/her on "School Action" or "School Action Plus" in the Code of Practice</li> <li>• Poor punctuality</li> <li>• Pattern of regular school absences</li> <li>• Not always engaged in learning, e.g. poor concentration, low motivation and interest observed</li> </ul> <p><b>Emotional and Behavioural Development, e.g.</b></p> <ul style="list-style-type: none"> <li>• Some difficulties with peer group relationships and with adults</li> <li>• Some evidence of inappropriate responses and actions</li> <li>• Can find managing change difficult</li> <li>• Starting to show difficulties expressing empathy</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Some insecurities around identity expressed, e.g. low self-esteem</li> <li>• May experience bullying around "difference"</li> </ul> <p><b>Family and Social Relationships, e.g.</b></p> <ul style="list-style-type: none"> <li>• Some support from family and friends</li> <li>• Has some difficulties sustaining relationships</li> <li>• Attachment issues observed</li> </ul> <p><b>Social Presentation, e.g.</b></p> <ul style="list-style-type: none"> <li>• Can be over-friendly or withdrawn with strangers</li> <li>• Can be provocative in appearance and behaviour</li> <li>• Personal hygiene starting to be a problem</li> </ul> <p><b>Self-care Skills, e.g.</b></p> <ul style="list-style-type: none"> <li>• Not always adequate self-care, e.g. poor hygiene</li> <li>• Slow to develop age-appropriate self-care skills</li> </ul>
2. Parents and Carers	3. Family and Environmental Factors
<p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Parental motivation to engage with services low</li> <li>• Parent requires support on parenting issues</li> <li>• Professionals are beginning to have some concerns around child's physical needs being met</li> <li>• Signs of/ suspected misuse of substances</li> </ul> <p><b>Ensuring Safety</b></p> <ul style="list-style-type: none"> <li>• Some exposure to potentially risky situations in the home or community</li> <li>• Parental stresses starting to affect ability to ensure child's safety</li> </ul> <p><b>Emotional Warmth</b></p> <ul style="list-style-type: none"> <li>• Inconsistent responses to child by parent(s)</li> <li>• Able to develop other positive relationships</li> </ul> <p><b>Stimulation</b></p> <ul style="list-style-type: none"> <li>• Spends considerable time alone, e.g. watching television/playing electronic gaming</li> <li>• Child is not often exposed to new experiences</li> </ul> <p><b>Guidance and Boundaries</b></p> <ul style="list-style-type: none"> <li>• Can behave in an anti-social way in the neighbourhood, e.g. subject to enforcement action</li> <li>• Parent/carer offers inconsistent boundaries or colludes with negative behaviour</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Key relationships with family members inconsistent or negative</li> <li>• May have different carers</li> <li>• Starting to demonstrate difficulties with attachments</li> </ul>	<p><b>Family History and Functioning</b></p> <ul style="list-style-type: none"> <li>• Parents have some conflicts or difficulties that can involve the child</li> <li>• Has experienced loss of significant adult, e.g. through bereavement or separation</li> <li>• May be required to look after younger siblings</li> <li>• Parent has physical/mental health difficulties</li> </ul> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• Some support from friends and family</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• Adequate/poor housing</li> <li>• Family seeking asylum or refugee status</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Periods of unemployment of the wage-earning parent(s)</li> <li>• Parents have limited formal education</li> <li>• Parents starting to feel stressed around unemployment or work situation</li> </ul> <p><b>Income</b></p> <ul style="list-style-type: none"> <li>• Low income</li> </ul> <p><b>Family's Social Integration</b></p> <ul style="list-style-type: none"> <li>• Family may be new to the area</li> <li>• Some social exclusion experiences</li> </ul> <p><b>Community Resources</b></p> <ul style="list-style-type: none"> <li>• Adequate universal resources but family may have access issues</li> </ul>



**LEVEL 3:** These are children and young people with increasing levels of unmet needs that are more **complex**. The depth of need with level 3 children is more significant than those experienced in level 2. Children and families may require both specialist and statutory intervention to support these needs. The CAF and subsequent TAC should be coordinated to address the needs of the child and reduce further escalation of need. The CAF will inform specialist assessments that may be required and can be used to 'step down' to level 2 (when issues have diminished) or step up to level 4 (when issues have escalated). The CAF can be led by a Lead Professional from a range of services or by a Social Worker.

1. Development Needs of Infant, Child or Young Person	
<p><b>Health, e.g.</b></p> <ul style="list-style-type: none"> <li>• Concerns re diet, hygiene, clothing</li> <li>• Has some chronic health problems</li> <li>• Missing routine and non-routine health appointments</li> <li>• Attending health appointments however concerns emerging regarding fabricated illness</li> <li>• Overweight/underweight/enuresis</li> <li>• Smokes, substance misuse</li> <li>• Developmental milestones are unlikely to be met</li> <li>• Some concerns around mental health</li> <li>• Inappropriate sexual relationships/risk of CSE</li> </ul> <p><b>Education and Learning, e.g.</b></p> <ul style="list-style-type: none"> <li>• Identified learning needs and may have a Statement of Special Educational Needs</li> <li>• Not achieving key stage benchmarks</li> <li>• Poor school attendance and punctuality</li> <li>• Some fixed term exclusions</li> <li>• No interests/skills displayed</li> </ul> <p><b>Emotional and Behavioural Development, e.g.</b></p> <ul style="list-style-type: none"> <li>• Finds it difficult to cope with anger, frustration and upset</li> <li>• Disruptive/challenging behaviour at school or in neighbourhood and at home</li> <li>• Cannot manage change</li> <li>• Self-harm</li> <li>• Unable to demonstrate empathy</li> </ul>	<p><b>Identity, e.g.</b></p> <ul style="list-style-type: none"> <li>• Is subject to discrimination, e.g. racial, sexual or due to disabilities</li> <li>• Demonstrates significantly low self-esteem in a range of situations</li> </ul> <p><b>Family and Social Relationships, e.g.</b></p> <ul style="list-style-type: none"> <li>• Has lack of positive role models</li> <li>• Misses school or leisure activities</li> <li>• Peers also involved in challenging behaviour</li> <li>• Involved in conflicts with peers/siblings</li> <li>• Regularly needed to care for another family member</li> </ul> <p><b>Social Presentation, e.g.</b></p> <ul style="list-style-type: none"> <li>• Is provocative in behaviour/appearance</li> <li>• Clothing is regularly unwashed</li> <li>• Hygiene problems</li> </ul> <p><b>Self-care Skills, e.g.</b></p> <ul style="list-style-type: none"> <li>• Poor self-care for age, including hygiene</li> <li>• Precociously able to care for self</li> </ul>
2. Parents and Carers	3. Family and Environmental Factors

<p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Difficult to engage parents with services</li> <li>• Parent is struggling to provide adequate care</li> <li>• Previously looked after by Local Authority</li> <li>• Professionals have concerns</li> <li>• Substance misuse affecting parenting capacity</li> </ul> <p><b>Ensuring Safety</b></p> <ul style="list-style-type: none"> <li>• Perceived to be a problem by parents</li> <li>• May be subject to neglect</li> <li>• Experiencing unsafe situations</li> </ul> <p><b>Emotional Warmth</b></p> <ul style="list-style-type: none"> <li>• Receives erratic or inconsistent care</li> <li>• Has episodes of poor quality of care</li> <li>• Parental instability affects capacity to nurture</li> <li>• Has no other positive relationships</li> </ul> <p><b>Stimulation</b></p> <ul style="list-style-type: none"> <li>• Not receiving positive stimulation, with lack of new experiences or activities</li> <li>• Lack of interaction with child e.g. distracted by social media</li> </ul> <p><b>Guidance and Boundaries</b></p> <ul style="list-style-type: none"> <li>• Erratic or inadequate guidance provided</li> <li>• Parent does not offer a good role model, e.g. by behaving in an anti-social way</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Has multiple carers</li> <li>• Has been “looked after” by the Local Authority</li> </ul>	<p><b>Family History and Functioning</b></p> <ul style="list-style-type: none"> <li>• Incidents of domestic abuse between parents/significant others</li> <li>• Acrimonious divorce/separation</li> <li>• Family have serious physical and mental health difficulties</li> </ul> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• Family has poor relationship with extended family or little communication</li> <li>• Family is easily isolated</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• Poor state of repair, temporary or overcrowded</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Parents experience stress due to unemployment or “overworking”</li> <li>• Parents find it difficult to obtain employment due to poor basic skills</li> </ul> <p><b>Income</b></p> <ul style="list-style-type: none"> <li>• Serious debts/poverty impact on ability to have basic needs met</li> </ul> <p><b>Family's Social Integration</b></p> <ul style="list-style-type: none"> <li>• Parents socially excluded</li> <li>• Lack of a support network</li> </ul> <p><b>Community Resources</b></p> <p>Reduced access to/engagement with quality universal resources and targeted services</p>
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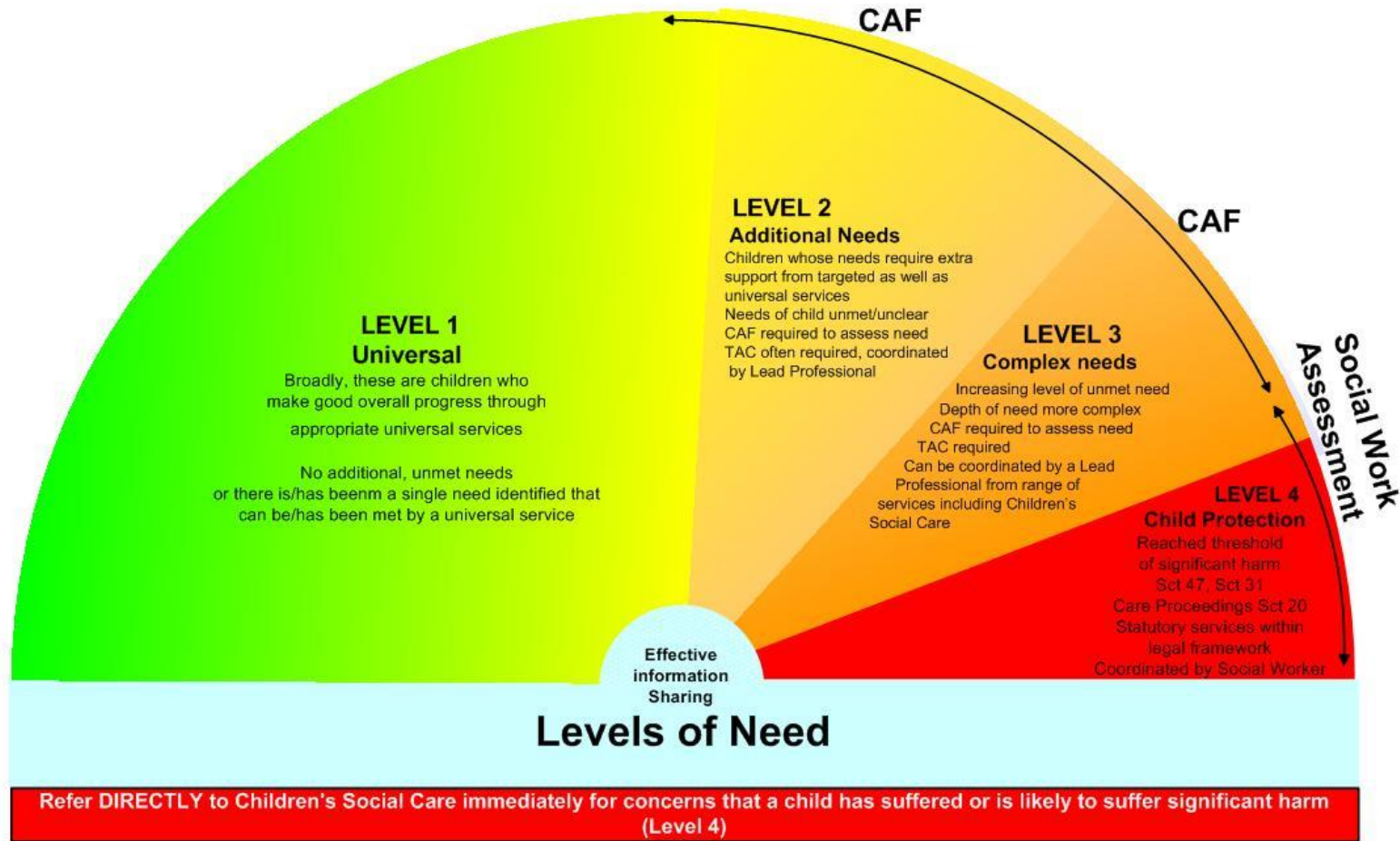
**LEVEL 4:** These are children and young people whose needs have reached the threshold of significant harm or risk of significant harm. Needs at level 4 are **complex and** cross many domains. These are cases of a Child Protection nature (Sec 47 of the Children Act) or are within Care Proceedings (Sec 20 and Sec 31 of the Children Act). They will be coordinated and led by a Social worker. The CAF/TAC process will be used to 'step down' to level 3 when levels of risk and need diminish.

1. Development Needs of Infant, Child or Young Person	
<p><b>Health, e.g.</b></p> <ul style="list-style-type: none"> <li>• Has severe/chronic health problems that are not being treated/addressed</li> <li>• Persistent substance misuse/smoking</li> <li>• Developmental milestones unlikely to be met</li> <li>• Early teenage pregnancy</li> <li>• At risk or exposed to sexual exploitation</li> <li>• Serious mental health issues</li> </ul> <p><b>Education and Learning, e.g.</b></p> <ul style="list-style-type: none"> <li>• Is out of school (unofficially)</li> <li>• Permanently excluded from school or at risk of permanent exclusion</li> <li>• Has no access to leisure activities</li> </ul> <p><b>Emotional and Behavioural Development, e.g.</b></p> <ul style="list-style-type: none"> <li>• Regularly involved in anti-social/criminal activities</li> <li>• Puts self or others in danger, e.g. missing</li> <li>• Suffers from periods of depression</li> <li>• Self-harming or suicide attempts</li> </ul>	<p><b>Identity, e.g.</b></p> <ul style="list-style-type: none"> <li>• Experiences persistent discrimination, e.g. on the basis of ethnicity, sexual orientation or disability</li> <li>• Is socially isolated and lacks appropriate role models</li> </ul> <p><b>Family and Social Relationships, e.g.</b></p> <ul style="list-style-type: none"> <li>• Periods of being accommodated by the Local Authority</li> <li>• Family breakdown related in some way to child's behavioural difficulties</li> <li>• Subject to physical, emotional or sexual abuse or neglect</li> <li>• Is main carer for family member</li> </ul> <p><b>Social Presentation, e.g.</b></p> <ul style="list-style-type: none"> <li>• Poor and inappropriate self-presentation</li> </ul> <p><b>Self-care Skills, e.g.</b></p> <ul style="list-style-type: none"> <li>• Neglects to use self-care skills due to alternative priorities, e.g. substance misuse</li> </ul>
2. Parents and Carers	3. Family and Environmental Factors
<p><b>Basic Care</b></p> <ul style="list-style-type: none"> <li>• Parents unable to provide "good enough" parenting that is adequate and safe</li> <li>• Parents' mental health problems or substance misuse significantly affect care of child</li> <li>• Parents unable to care for previous children</li> </ul> <p><b>Ensuring Safety</b></p> <ul style="list-style-type: none"> <li>• There is frequent instability and violence in the home</li> <li>• Parents involved in crime</li> <li>• Parents involving child in crime</li> <li>• Parents unable to keep child safe</li> <li>• Victim of crime</li> </ul> <p><b>Emotional Warmth</b></p> <ul style="list-style-type: none"> <li>• Parents inconsistent, highly critical or apathetic towards child</li> </ul> <p><b>Stimulation</b></p> <ul style="list-style-type: none"> <li>• No constructive leisure time or guided play</li> <li>• No interaction with child e.g. constantly distracted by social media</li> </ul> <p><b>Guidance and Boundaries</b></p> <ul style="list-style-type: none"> <li>• No effective boundaries set by parents</li> <li>• Regularly behaves in an anti-social way in the neighbourhood</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Beyond parental control</li> <li>• Has no-one to care for him/her</li> </ul>	<p><b>Family History and Functioning</b></p> <ul style="list-style-type: none"> <li>• Significant parental discord and persistent domestic violence</li> <li>• Poor relationships between siblings</li> </ul> <p><b>Wider Family</b></p> <ul style="list-style-type: none"> <li>• No effective support from extended family</li> <li>• Destructive/unhelpful involvement from extended family</li> </ul> <p><b>Housing</b></p> <ul style="list-style-type: none"> <li>• Physical accommodation places child in danger</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Chronic unemployment that has severely affected parents' own identities</li> <li>• Family unable to gain employment due to significant intergenerational unemployment, lack of basic skills or long-term barriers, e.g. substance misuse</li> </ul> <p><b>Income</b></p> <ul style="list-style-type: none"> <li>• Extreme poverty/debt impacting on ability to care for child</li> </ul> <p><b>Family's Social Integration</b></p> <ul style="list-style-type: none"> <li>• Family chronically socially excluded</li> <li>• No supportive network</li> </ul> <p><b>Community Resources</b></p> <ul style="list-style-type: none"> <li>• No/little access to/engagement with quality universal resources and targeted services</li> </ul>

### Stockport Levels of Need: Visual Tool

Important: This tool should ALWAYS be used in conjunction with the Levels of Need document

Final Updated July 2013



## Definitions/Abbreviations

**CAF- Common Assessment Framework**

**TAC- Team around the Child**

**SFP- Supporting Families Pathway**

**Step Up** occurs when children's needs are escalating and outcomes are not being met despite intervention via the Team around the Child Process. In these instances the CAF and any additional, supporting evidence should be shared with Children's Social Care who will make a decision on whether the issues highlighted warrant allocation to a social worker.

**Step Down** – The Step Down process is an extremely important function in the journey of a child through services, in ensuring that children and families receive consistent, seamless support, at the right time and from the right range of professionals. When children have received a statutory intervention, and the family have progressed positively, it is important that the progress made is sustained and that children and families do not feel that they are being passed from 'service to service'. The Step Down process enables relevant professionals from Children's Social Care and a range of other services to support the intervention plan appropriately. CAF and TAC are crucial to the step down process as it enables the effective planning and monitoring of cases once statutory services step out of the team around the child.

### Further information and advice:

MASSH	-	0161 217 6028
Supporting Families Pathway and CAF	-	0161 217 6160
Senior Safeguarding Advisor for Education	-	0161 474 5652
Safeguarding Children Unit Duty Officer	-	0161 474 5657

## Appendix 3-Flowchart for concerns



# What to do if you are concerned that a child/young person is being abused (flowchart for Education)

## INFORMATION YOU MAY BE ASKED TO PROVIDE

When you make a referral to Children's Social Care or to the police, you should provide as much of the following information as possible:

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

All Child Protection referral phone calls made to the MASSH to secure a response from Social Care must be supported with written documentation. In Stockport this is the Child Protection Referral form. This should be sent to the MASSH via secure e-mail, or as a password protected attachment to [cyp@stockport.gov.uk](mailto:cyp@stockport.gov.uk).

**Remember- Anyone can make a referral**

## TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL

### Children's Services- child protection referral

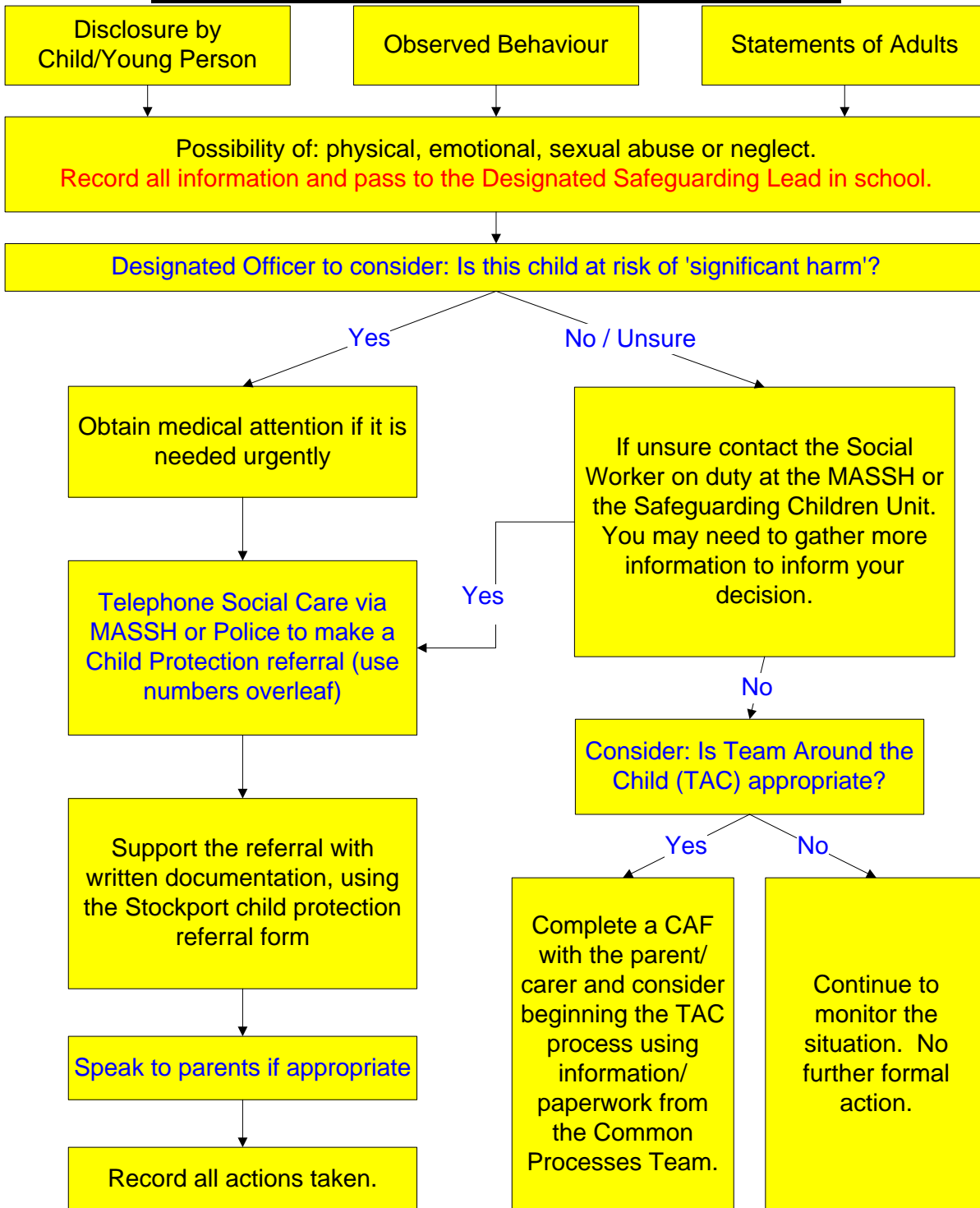
- The Multi –agency Safeguarding and Support Hub (MASSH)  
Monday to Thursday 8.30am to 5.00pm, Friday 8.30am to 4.30pm.  
tel. (0161) 217-6028 or 6024.
- Out of hours referrals and advice tel.: (0161) 718-2118
- Greater Manchester Police tel:101 (non- emergency) 999 emergency

### Advice

- Safeguarding Children Unit tel. (0161) 474-5657
- The Multi –agency Safeguarding and Support Hub (MASSH)  
Monday to Thursday 8.30am to 5.00pm, Friday 8.30am to 4.30pm.  
tel. (0161) 217-6028 or 6024
- Senior Adviser for Safeguarding in Education tel. (0161) 474-5657

## What to do if you are concerned that a child/young person

## is being abused (flowchart for Education)



**REMEMBER:** It is not the role of Education to investigate a Child Protection concern. Report the information you have and Social Care and/or the Police will investigate.

## Appendix 4-possible indicators of abuse

### Sexual

- Genital discomfort, pain, itching, bruising, injuries
- Public /compulsive masturbation
- Eating disorders
- Sexually explicit behaviour or language not age
- Sexually Transmitted Infection
- Sexually explicit drawings
- Pregnancy

### Physical

- Bruises, black eyes and broken bones
- Unexplained or untreated injuries
- Injuries to unusual body parts e.g. thighs, back, abdomen
- Bruising that resembles hand/finger marks
- Burns/scalds
- Human bites/cigarette burns
- Injuries that the child cannot explain or explains unconvincingly
- Injuries in babies and non mobile children

### Behaviour

- Change in general behaviour
  - Low self-esteem
- Extremely passive/aggressive
  - Sleeping difficulties
  - Eating disorder
  - Lethargy/tiredness
  - Fear of certain adults
- Poor social relationships
- Bullying/anti-social behaviours
- School attendance difficulties
  - Disclosure
  - Self-harm

### Neglect

- Inappropriately dressed
- Undernourished/always hungry
- Untreated medical problems e.g. dental decay, head lice etc.
- Lethargy, tiredness or aggressive tendencies
- Lack of basic needs being met- food, shelter warmth etc.

### Emotional

- Physical, mental & emotional development lags
- Talks of excessive punishment
- Fear of parents being contacted
- Sudden speech disorders
- Running away
- Self-deprecation, low self esteem



## Useful links, further advice and guidance

### Local Guidance

[Greater Manchester Safeguarding Procedures](#)

[Young People and Self-harm- Stockport Schools' Version](#)

[Stockport Female Genital Mutilation Pathway](#)

[Stockport procedures for responding to Child Sexual Exploitation](#)

[It'snotokay.co.uk- GM CSE resources-for-professionals](#)

[Safeguarding children with disabilities](#)

[Sexually harmful behaviour displayed by children and young people](#)

[Safeguarding children and young people vulnerable to violent extremism](#)

### National Guidance & Resource

[Keeping Children Safe in Education 2016](#)

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

[working-together-to-safeguard-children 2015](#)

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

[teachers-standards](#)

[Responding to sexting incidents](#)

[prevent-duty-guidance](#)

[Educate Against Hate](#)

[safeguarding-children-who-may-have-been-trafficked-practice-guidance](#)

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

[Inspecting-safeguarding-in-early-years-education-and-skills-settings](#)

Please also refer to the **SSCB Basic Awareness Booklet** for more detailed information on vulnerability, types of abuse and resource.