

Child Protection Policy

Withington Girls' School

September 2017

School Contacts

Designated Safeguarding Lead (Senior School) Jen Baylis (Deputy Head)	Email: deputy@wgs.org Tel: 0161 249 3458
Designated Safeguarding Lead (Junior School) Kathryn Burrows (Head of Junior School)	Email: burrowsk@wgs.org Tel: 0161 249 3467
Deputy Designated Safeguarding Lead(s) Jo Lees	Email: nurse@wgs.org Tel: 0161 249 3468 Mobile: 07506 276710
Headmistress Sarah Haslam	Email: haslams@wgs.org Tel: 0161 224 1077
Chair of Governors Malcolm Pike	Email: Malcolm.Pike@addleshawgoddard.com Tel: 0161 249 3469
Nominated Safeguarding Governor Jane Allred	Email: jane.allred@btinternet.com Tel: 0161 249 3469

Policy statement

Every pupil should feel safe and protected from any form of abuse and neglect. The School is committed to safeguarding and promoting the welfare of children and young people and requires everyone who comes into contact with children and their families to share this commitment.

KCSIE defines safeguarding and promoting the welfare of children 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.

The School's Child Protection Policy (**Policy**) has regard to the following guidance and advice:

- Keeping children safe in education (2016) (**KCSIE**);
- Working Together to Safeguard Children (2015);
- Prevent Duty Guidance for England and Wales (2015);
- Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015);
- Multi-agency statutory guidance on FGM (2016);
- What to do if you're worried a child is being abused: advice for practitioners (2015);
- Information sharing: advice for practitioners providing safeguarding services (2015);
- Sexting in schools and colleges: responding to incidents and safeguarding young people (2016) UK Council for Child Internet Safety (UKCCIS); and
- Child sexual exploitation: definition and a guide for practitioners (2017).

The School will:

- ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people. See the School's separate Safer Recruitment Policy which is available on the School's website;
- follow the local inter-agency procedures of the Manchester Safeguarding Children Board;
- protect each pupil from any form of abuse, whether from an adult or another pupil;
- be alert to signs of abuse both in the School and from outside;
- deal appropriately with every suspicion or complaint of abuse;
- design and operate procedures which promote this policy;
- design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- support children who have been abused in accordance with her agreed child protection plan;
- be alert to the needs of children with physical and mental health conditions;

- operate robust and sensible health and safety procedures;
- take all practicable steps to ensure that School premises are as secure as circumstances permit;
- operate clear and supportive policies on drugs, alcohol and substance misuse;
- assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- identify children who may be vulnerable to radicalisation and know what to do when they are identified; and
- consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area.

Application and accessibility

This Policy is a whole-school policy and applies wherever staff, Governors and volunteers are working with pupils even where this is away from the School, for example an educational visit.

This Policy is published on the School website and is available in hard copy on request. It can be made available in large print or other accessible format if required.

Related policies

The following policies, procedures and resource materials are also relevant to the School's safeguarding practices:

Staff Code of Conduct

Whistleblowing Policy

Recruitment selection and disclosure policy

E-Safety Policy

Anti-bullying Policy

Acceptable Use Policy for Pupils

Risk Assessment Policy for Pupil Welfare

Missing Pupil Policy

Special Educational Needs Policy

Policy on the administration of medicines and supporting pupils with medical conditions

These policies procedures and resource materials are available to staff on the School's staff shared area and hard copies are available on request.

Designated Safeguarding Leads

The School's Governing Body has appointed a Designated Safeguarding Lead (**DSL**). The DSL is a senior member of staff of the School's senior leadership team with the necessary status and authority to take lead responsibility for safeguarding and child protection.

The DSL shall be given the time, funding, training, resources and support to enable him/her to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - and/or to support other staff to do so - and to contribute to the assessment of children.

The name and contact details together with the main responsibilities of the DSL are set out in the School Contacts list at the front of this policy. The main responsibilities of the DSL are set out in Appendix 2.

If the DSL is unavailable the activities of the DSL will be carried out by the Deputy DSL. The Deputy DSL's details are also set out in the School Contacts list at the front of this Policy. In this Policy, reference to the DSL includes the Deputy DSL where the DSL is unavailable.

The DSL and Deputy DSL may be contacted on their mobile telephones in relation to any safeguarding concerns out of School hours.

Duty of staff, Governors and volunteers

All staff, Governors and volunteers of the School are under a general legal duty:

- to protect children from abuse;
- to be aware of the terms and procedures in this policy and to follow them;
- to know how to access and implement the procedures in this policy, independently if necessary;
- to keep a sufficient record of any concerns, discussions and decision in accordance with this Policy; and
- to report any matters of concern in accordance with this Policy.

The Governing Body ensures that:

- there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- the School's safeguarding arrangements take into account the procedures and practice of the Manchester Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document; and
- the School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans.

The Headmistress will ensure that the policies and procedures adopted by the Governing Body, particularly concerning referral of cases of suspected abuse and neglect, are followed by all staff.

The Governing Body has nominated one of its members to take leadership responsibility for the School's safeguarding arrangements. The Nominated Safeguarding Governor is Jane Allred whose contact details are set out in the School Contacts list at the front of this Policy.

Training

All training will be carried out in accordance with Manchester Safeguarding Children Board procedures.

Induction

All staff, including temporary staff and volunteers, will be provided with induction training that includes:

- this Policy;
- the staff Code of Conduct including the whistleblowing policy, staff Social Media Policy and Acceptable Use Policy;
- the identity, role and contact details of the DSL and her Deputy; and
- child protection training in accordance with Manchester Safeguarding Children Board procedures;
- a copy of Part 1 and, where appropriate Annex A of KCSIE; and
- appropriate Prevent training.

Child protection training

All staff including the Headmistress will receive a copy of this policy and Part 1, and where appropriate Annex A of KCSIE, and will be required to confirm that they have read and understand these.

The Head, all staff members will undertake appropriate child protection training which will be updated every 3 years and following consultation with the Manchester Safeguarding Children Board. In addition, all staff members will receive safeguarding and child protection updates via email, e-bulletins and staff meetings on a regular basis and at least annually.

Staff development training will also include training on online safety, and Prevent training assessed as appropriate for them by the School.

Additionally the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

The Nominated Safeguarding Governor and the Chair of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and so ensure that they have the relevant skills and knowledge to safeguard children effectively, including full staff meetings, pastoral team meetings, CPD sessions and professional development reviews.

Designated Safeguarding Lead

The DSL and Deputy DSL will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals,

at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL see Appendix 2.

Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training if available.

Teaching pupils about safeguarding

The School teaches pupils about safeguarding through the curriculum and PSHE, including guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, and providing information about who they should turn to for help.

The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities. The School has appropriate filters and monitoring systems in place (see the School's e-Safety Policy) and is mindful that this should not lead to unnecessary restrictions on learning.

Procedures

The child protection training provided to staff considers the types and signs of abuse and neglect staff must be aware of. The types of abuse and neglect and examples of specific safeguarding issues are set out in Appendix 3.

Staff members working with children should maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

A member of staff suspecting or hearing a complaint of abuse or neglect:

- must listen carefully to the child, remain calm, control their own reactions and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place
- must not ask leading questions, that is, a question which suggests its own answer
- must take the child to the School Nurse (Deputy DSL) if there is a medical need and not examine the injury themselves
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the appropriate person so that the correct action is taken; and
- must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The child protection incident reporting form should be used (see Appendix 1).

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be kept securely with the reporting form and passed on when reporting the matter in accordance with this policy. The reporting form can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.

If staff are ever unsure, they must always speak to the DSL.

Early help

The School understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

The School's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges.

A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Manchester Safeguarding Children Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

Concerns about a pupil's welfare

If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible. See **Appendix 4** for the procedures for dealing with allegations against staff and volunteers.

On being notified of a concern the DSL will consider the appropriate course of action in accordance with the Manchester Safeguarding Children Board referral threshold document. Such action may include early help or a referral to children's social care.

If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

If a child is in immediate danger or at risk of harm

If a pupil is in **immediate** danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately.

Anybody can make a referral in these circumstances. See below for details on making a referral.

If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

Female genital mutilation

Teachers must report to the police known cases of female genital mutilation (FGM) in under 18s. See Appendix 3 for further information about FGM and this reporting duty.

Making a referral

The relevant contact information is set out in Appendix 5. If the referral is made by telephone, this should be followed up in writing.

Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

If after a referral the pupil's situation does not appear to be improving, the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

Dealing with Allegations against teachers, staff, the Head, Governors, volunteers and other staff

The School has procedures for dealing with allegations against teachers, the Headmistress, Governors, volunteers and other staff who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in Appendix 4 and follow Part 4 of KCSIE

The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegation against people that work with children (Majella O'Hagan). The Designated Officer (s) will be informed immediately and in any event within one working day of all such allegations that come to the School's attention and appear to meet the criteria set out in paragraph 1 of Appendix 4.

Detailed guidance is given to staff, Governors and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Code of Conduct which is available in the Staff Handbook and includes detail of additional safeguarding arrangements where staff engage in one- to one teaching and meetings with pupils.

Staff and volunteers should also feel able to follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School, or potential failures by the School or its staff to properly safeguard the welfare of pupils, and that such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see Appendix 5 for the relevant contact details).

Allegations against pupils:

The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Examples of behaviour by a pupil which may raise safeguarding concerns may include:

- (a) violence, including gender based violence;
- (b) threatening or intimidating behaviour;
- (c) blackmail;
- (d) misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;
- (e) sexting (see Appendix 3 and the School's Acceptable Use Policy for Pupils for the School's approach to sexting);
- (f) encouraging others to engage in inappropriate sexual behaviour;
- (g) any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;
- (h) bullying, including cyberbullying.

The School takes steps to minimise the risk of peer on peer abuse. The School has robust anti-bullying procedures in place (see the School's Anti-bullying Policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and appropriate action taken to protect pupils identified as being at risk (see the School's Risk Assessment Policy for Pupil Welfare).

Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable.

Where an allegation of abuse has been made against a pupil, staff and volunteers should follow the procedures set out in this policy.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate her if it is necessary to suspend her during the investigation.

Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

Informing parents

Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Designated Officer(s), the First Response Team Children's Services Consultation Service (Manchester Safeguarding Children Board), the Headmistress and/ or the police and before discussing details with

parents. In all cases, the DSL will be guided by the Manchester Safeguarding Children Board referral threshold document.

In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

See also section 5 of Appendix 4 for details about disclosure of information where an allegation has been made against a member of staff, volunteer or the Headmistress of the School.

Record keeping, confidentiality and information sharing:

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The DSL will open a child protection file following a report to her of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.

The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989. Where allegations have been made against staff, the School will consult with the Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

Monitoring and review

The DSL will ensure that the procedure set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The DSL will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements.

Any child protection incidents at the school will be followed by a review of the safeguarding procedures by the DSL and a report made to the Governors. Where an incident involves a member of staff, the Designated Officer (s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

The full Governing Body will undertake an annual review of this Policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The DSL will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Governing Body. The written report should address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the Designated Officer(s). The full Governing Body will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

Authorised by	Resolution of the Board of Governors
Signed Malcolm Pike
Date	September 2017

Effective date of the policy	September 2017
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Child protection incident reporting form

1 Introduction

- 1.1 This form comprises part of the School's child protection suite of documents and should be read in conjunction with the child protection policy, which is available on the School's website and from the Head's PA.
- 1.2 **This form** is designed to be completed by any member of staff who receives information raising child protection concerns either through observation or direct disclosure, from a pupil or from another source. The purpose of this form is to ensure that an adequate amount of information is recorded at the outset. This form must be completed as soon as possible after the information is received even where this happens away from the School, for example on an educational visit.
- 1.3 Do not allow the completion of the form to delay notification of the concerns to the School's DSL but pass the completed form to the DSL, the Headmistress or Chair of Governors as appropriate, as a matter of urgency in accordance with the procedures set out in the School's Child Protection Policy.

The Senior School's **DSL** for child protection is Jen Baylis (Deputy Head). Kathryn Burrows (Head of Junior School) is the DSL for the Junior School.

The Designated Officer for Withington Girls' School is Majella O'Hagan at Manchester Safeguarding Children Board (0161 234 1214).

Data protection information notes

- 2.1 The content of this form, when completed, will contain personal information which is subject to the provisions of data protection legislation. Pupils and parents have the right to request a copy of the personal information which the School holds about them. This is known as making a subject access request. Children are generally considered to have the maturity to make these requests themselves when they are aged 12 years or older. Therefore if a parent requests information about their child, the pupil's consent may need to be obtained.
- 2.2 The content of this form is potentially disclosable under a subject access request. Exemptions to disclosure may apply depending on the circumstances. Legal advice should be sought before any information contained on this form or relating to safeguarding matters is disclosed to pupils or parents.
- 2.3 The Bursar will lead on the response to all subject access requests. If a staff member receives a request in writing for personal information from either a parent or a pupil they should forward this to the Bursar immediately.
- 2.3 The School will keep this record confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. For example, where, in the professional opinion of the Headmistress or the Designated Safeguarding Lead, it is deemed necessary we may share this record with the social services or the police for the purpose of child protection investigations.

To be completed by a member of staff

○ Remember:

- ask "open" questions and not leading questions, that is, a question which suggests its own answer
- listen carefully and keep an open mind
- remain calm and control your own reactions
- do not take a decision as to whether or not the alleged abuse or neglect has taken place
- reassure the child but do not give a guarantee of absolute confidentiality
- if there is a medical need, take the child to the School Nurse

Reporting form

Please complete in black pen	
Date	
Time	
Place	
Member of staff present and position	
Full name of pupil(s)	
Before proceeding have you reassured the child that you are there to help them but you cannot guarantee absolute confidentiality? Have you explained that you may need to pass the information on to ensure the correct action is taken?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
Ask the child to explain their concern or allegation and record details of the matter in the space below. Use a separate sheet if necessary and then attach to the form.	
A non-exhaustive list of the details to be included: <ul style="list-style-type: none">• what was said or done, by whom, to whom and in whose presence• when the incident took place (date and time) and where• whether the child wishes their parents or legal guardian to be informed.	

Any additional comments or evidence

Details may include, for example, any concerns you may have about signs of abuse, emotional ill-treatment or neglect from outside of School.

Please also include a note of any other evidence, for example, written notes, items of clothing or mobile phone messages relating to the matter.

Concerns about a pupil's welfare must be reported to the DSL (Jen Baylis, Deputy Head, or Kathryn Burrows, Head of Junior School) or in their absence, the Deputy DSL (Jo Lees School Nurse), or if the complaint involves a member of staff or volunteer, to the Headmistress (this report may be made via the DSL).

DO NOT investigate the matter, as this could prejudice the investigations of outside agencies.

Where the concern or allegation is made against the Headmistress, you must immediately inform Chair of Governors or the Nominated Safeguarding Governor without first notifying the Headmistress (this report may be made via the DSL).

Where the concern or allegation is made against the Designated Safeguarding Lead, or the Deputy DSL, you must immediately inform the Headmistress.

See the School's Child Protection Policy for full details about reporting procedures.

Please record what action you have taken and when including details of discussions and reasons for decisions made

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Full name of member of staff	
Signature	

Appendix 2 The Designated Safeguarding Lead

- 1 The DSL for the Senior School is Jen Baylis, Deputy Head, who may be contacted on 0161 249 3458. The DSL for the Junior School is Kathryn Burrows, Head of Junior School, who may be contacted on 0161 249 3467.
- 2 The Deputy DSL is Jo Lees, School Nurse, who may be contacted on 0161 249 3468.
- 3 In accordance with Annex B of *KCSIE*, the main responsibilities of the DSL are:

Managing referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to the local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the police as required.

Work with others

- Liaising with the Headmistress to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the Case Manager and the Designated Officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Raise Awareness

- The DSL should ensure this Policy is known, understood and used appropriately;
- Ensure the this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.
- Ensure this Policy is available publicly.
- Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the role of the School in this.
- Maintain links with the Manchester Safeguarding Children Board to ensure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

Prevent

- In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the DSL has, in addition, the following responsibilities:
 - (i) Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
 - (ii) Co-ordinating Prevent duty procedures in the School;
 - (iii) Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;
 - (iv) Undergoing WRAP or other appropriate training;
 - (v) Maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
 - (vi) Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

The Deputy DSL will carry out this role where the DSL is unavailable.

Training

The DSL and Deputy DSL have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands this Policy, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Appendix 3 Types and signs of Abuse and specific safeguarding issues

Types of abuse

Abuse is 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.

Part one of KCSIE defines the following types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

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

Common Indicators of Abuse

Possible signs of abuse include (but are not limited to):

- the pupil says she has been abused or asks a question or makes a comment which gives rise to that inference;
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location or there have been a number of injuries; there is a pattern to the injuries;
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden or significant change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil's development is delayed;
- the pupil loses or gains weight or there is a deterioration in the pupil's general wellbeing;
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- the pupil is reluctant to go home, or has been openly rejected by her parents or carers; and
- inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

The following is taken from Manchester Safeguarding Children Board *Guidelines for Reporting Concerns/Contact Procedures*:

Neglect

Neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean their children are being neglected. Neglect involves ongoing severe failure to meet a child's needs. Some signs of possible neglect:

- If the child seems underweight and is very small for their age
- If they are poorly clothed, with inadequate protection from the weather
- If they are often absent from school for no apparent reason
- If they are regularly left alone, or in charge of younger brothers or sisters

Physical Abuse

Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include:

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen

- Bruising that looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns

Sexual Abuse

- Pain, itching, bruising or bleeding in the genital or anal areas
- Genital discharge or urinary tract infections
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections

Behavioural signs of sexual abuse:

- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age
- The child may describe receiving special attention from a particular adult, or refer to a new, 'secret' friendship with an adult or young person

Emotional Abuse

This occurs when a child's basic need for love and praise, security and recognition go unmet, either through deliberate negative actions by parents/carers or by a failure to act positively. It may involve conveying to children that they are:

- Worthless or unloved
- Inadequate
- Valued only insofar as they meet the needs of another person

It may involve causing children frequently to feel frightened or in danger, or may be the exploitation or corruption of children.

The DfE advice *What to do if you're worried a child is being abused (2015)* provides advice in identifying child abuse and the NSPCC website is also a good source of information and advice.

Specific safeguarding issues

KCSIE acknowledges the following as specific safeguarding issues:

- bullying including cyberbullying
- children missing education (see below)
- children missing from home or care
- child sexual exploitation (see below)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) (see below)
- forced marriage (see below)
- gangs and youth violence
- gender-based violence / violence against women and girls (VAWG)

- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation (see below)
- relationship abuse
- sexting (see below)
- trafficking.

Children missing education

The School shall inform the applicable local authority (within which the pupil resides when not at the School) of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

The School shall inform the applicable 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).

School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about her welfare.

Child sexual exploitation

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- in exchange for something the victim needs or wants; and / or
- for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Honour- based violence

All forms of so called honour-based violence are abuse (regardless of motivation) and should be handled and escalated as such. Staff should speak to the DSL if they have any doubts.

Female genital mutilation (FGM)

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools).
- All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.
- If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory Reporting of Female Genital Mutilation - procedural information for further details about the duty.
- Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff.

Forced marriage

- Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.
- Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.
- Staff should speak to the DSL if they have any concerns. Pages 32-36 of the Multi-agency guidelines: Handling case of forced marriage focus on the role of schools in detecting and reporting forced marriage and the Forced marriage Unit can be contacted on 020 7008 0151 or fm@fco.gov.uk for advice and information.

Radicalisation and the Prevent duty

The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

- "36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti social behaviour, family tensions, race/hate crime, lack of self esteem or identity and personal or political grievances.
51. Example indicators that an individual is engaged with an extremist group, cause or ideology include:
 - spending increasing time in the company of other suspected extremists;
 - changing their style of dress or personal appearance to accord with the group;
 - day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
 - loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
 - possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
 - attempts to recruit others to the group/cause/ideology; or
 - communications with others that suggest identification with a group/cause/ideology.
52. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:
 - clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
 - using insulting or derogatory names or labels for another group;
 - speaking about the imminence of harm from the other group and the importance of action now;
 - expressing attitudes that justify offending on behalf of the group, cause or ideology;
 - condoning or supporting violence or harm towards others; or
 - plotting or conspiring with others."

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The DfE's briefing note *The use of social media for on-line radicalisation (2015)* includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

Sexting

"Sexting" means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

The School treats all incidences of sexting as safeguarding matters to be actioned in accordance with this policy.

Members of staff should not view sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sexting, members of staff should describe the content of the images as reported to them.

The DSL may in exceptional circumstances view images with the prior approval of the Head and only where:

- it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
- it is necessary to report the image to a website or agency to have it taken down; or
- a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.

Where an image must be viewed:

- viewing should take place on School premises wherever possible;
- the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
- a senior member of staff should be present to monitor and support the person viewing the image. This member of staff does not need to view the image;
- full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
- any member of staff who views an indecent image should be given appropriate support.

If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.

If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).

Where a pupil receives unwanted images, the School should advise the pupil and her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.

The UK Council for Child Internet Safety's advice note *Sexting in schools and colleges: responding to incidents and safeguarding young people* (2016) contains details of support agencies and provides further information for schools on how to responding to incidents of sexting.

The College of Policing has also produced a briefing note *Police action in response to youth produced sexual imagery ("Sexting")* (2016) which provides information on how police forces treat instances of sexting by young persons

Special educational needs and disabilities

The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's Special Educational Needs Policy.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Appendix 4 Dealing with allegations against teachers, the Headmistress, Governors, volunteers and other staff.

The School's procedures

The School's procedures for dealing with allegations made against staff or volunteers will be used where the teacher, the Headmistress, Governor, volunteer or other member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.

Any allegations not meeting this criteria will be dealt with in accordance with the Manchester Safeguarding Children Board procedures. Advice from the Designated Officer(s) will be sought in borderline cases.

All such allegations must be dealt with as a priority so as to avoid any delay. The Designated Officer(s) will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria above.

The School will not make its own decisions about what appear to be borderline cases and will discuss doubts and concerns with the Designated Officer(s). The School will not undertake its own investigation without prior consultation with the Designated Officer(s) or in the most serious cases the police so as not to jeopardise statutory investigations.

Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

Reporting an allegation

The reporting requirements for allegations against a teacher, the Headmistress, Governor, volunteer or other member of staff are set out below. In all cases, the member of staff making the allegation may consider discussing his / her concerns with the DSL and making a referral via him / her. The only circumstances in which this would not be appropriate is if the allegation is against the DSL.

Where an allegation or complaint is made against any member of staff (other than the Headmistress), the DSL, Governor or a volunteer, the matter should be reported immediately to the Headmistress. The allegation will be discussed immediately with the Designated Officer(s) before further action is taken. Where appropriate, the Headmistress will consult with the DSL.

Where an allegation or complaint is made against the Headmistress, the matter should be reported immediately to the Chair of Governors, or the Nominated Safeguarding Governor, without first notifying the Headmistress. Again, any such allegations will be discussed immediately with the Designated Officer(s) before further action is taken. The Chair of Governors will consult with Nominated Safeguarding Governor and vice versa.

If it is not possible to report to the Headmistress or the Nominated Safeguarding Governor in the circumstances set out above, a report should be made immediately to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Headmistress or, where appropriate, the Chair of Governors and the Nominated Safeguarding Governor.

The person taking action in accordance with the procedures in this Appendix is known as the "Case Manager".

Disclosure of information

The Case Manager will inform the accused person of the allegation as soon as possible after the Designated Officer(s) has been consulted.

The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosure, and the terms on which they are made, will be dependent upon and subject to the law of confidence and data protection and the advice of external agencies.

The reporting restrictions preventing identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

Where the Designated Officer(s) advises that a strategy discussion is needed, or the police or the children's social care needs to be involved, the Case Manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

Further action to be taken by the School

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part Four of *KCSIE* and the School's employment procedures.

Ceasing to use staff

If the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will to the Disclosure and Barring Service will be made promptly if the criteria for referral are met.

Separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made where a teacher has been dismissed, or would have been dismissed had he / she not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

Malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmistress will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

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

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

Record keeping

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

For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

The School will retain all safeguarding records and relevant personal records for so long as reasonably required¹.

¹ In accordance with the terms of reference of the Independent Inquiry into Child Sexual Abuse all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

Appendix 5 Useful Contacts

Manchester Safeguarding Children Board Procedures

LOCAL	
Contact Centre (MSCB)	Tel: 0161 234 5001
LADO (Majella O Hagan)	Tel: 0161 234 1214
Manchester Early Help North	Tel: 0161 234 1973
Manchester Early Help South	Tel: 0161 234 1977
Manchester Early Help Central	Tel: 0161 234 1975
Manchester Drug Service – Stimulant Service	Tel: 0161 819 2020
Alcohol & Drug Abstinence Service (ADAS)	Tel: 0161 484 0000
Manchester Specialist Midwifery Service	Tel: 0161 226 6669
School Nurse Team: Central Manchester	Tel. 0161 226 0101
School Nurse Team: North Manchester	Tel 0161 861 2953
School Nurse Team: South Manchester	Tel. 0161 945 3624
Manchester Women’s Domestic Abuse Helpline	Tel: 0161 636 7525
St Mary’s Sexual Assault Referral Centre	Tel: 0161 276 6515
Independent Domestic Violence Advisors	Tel: 0161 234 5393
Manchester Women’s Aid	Tel: 0161 660 7999
Connexions: North Manchester	Tel: 0161 202 8300
Connexions: East Manchester	Tel: 0161 248 7864 (Longsight)

	Tel: 0161 231 9660 (Openshaw)
Connexions: Central Manchester	Tel: 0161 226 8609
Connexions: South Manchester	Tel: 0161 437 4288 (Wythenshawe) Tel: 0161 434 6852 (West Didsbury)
Relevant Prevent Partner: Channel Local Authority Chair	The access/referral point for all partners is Jane Murphy, Prevent Lead for Schools, Manchester's Contact Centre 0161 255 0250 am 234 5001 pm (This is a multi-agency safeguarding hub)
NATIONAL	
Childline (for children and young people)	Tel: 0800 1111
NSPCC Whistleblowing Helpline	National Society for the Prevention of Cruelty to Children (NSPCC) Weston House 42 Curtain Road London EC2A 3NH Tel: 0808 800 5000 Email: help@nspcc.org.uk
Foreign & Commonwealth Office	King Charles Street London SW1A 2AH Tel: 020 7008 1500
Forced Marriage Unit	Tel: 020 7008 0151
Protecting Children & Uniting Families Across Borders (CFAB, previously International Social Services)	Tel: 020 7735 8941 Fax: 020 7582 0696 www.cfab.uk.net
SSAFA Forces Help – Social work service Head Office & for Army & RAF overseas	19 Queen Elizabeth Street London SE1 2LP

	Tel: 012 7403 8783 Fax: 020 7403 8815 www.ssafa.org.uk
24 Hour Domestic Violence Helpline	Tel: 0808 2000 247
MALE Men's Advice Line & Enquiries	Tel: 0808 801 0327
Respect – information for those working with perpetrators of domestic abuse	Tel: 0845 122 8609
Website information for both professionals and survivors of domestic abuse	www.endthefear.co.uk
Policy non-emergency contact number for FGM reporting	Tel: 101
Prevent Partners: Channel Police Practitioner	Julie Haworth, Prevent/Channel Lead (GMP) JulieX.Haworth@gmp.police.uk 0161 856 6362

Additional Prevent Partners	
Jane Murphy, Senior Quality Assurance Officer, Prevent Lead for Schools (MCC)	j.murphy5@manchester.gov.uk 0161 245 7171
Samiya Butt, Prevent Coordinator (MCC)	s.butt@manchester.gov.uk 0161 234 1489
David Wells, Regional Prevent Lead (GMP)	David.Wells@gmp.police.uk