



## **Manchester Sudanese Supplementary School (MSS)**

# **Child Protection (Safeguarding) Policy**

### **Objective**

To contribute to the personal safety of all children/young people attending by promoting child protection awareness, good practice and sound procedures.

### **Policy statement**

At the Manchester Sudanese Supplementary School, we believe that children/young people have the right to be treated equally and to learn in a safe and friendly environment.

This policy is based on the following principles:

- the welfare of the child/young person is paramount.
- all children/young people, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity, have the right to protection from abuse
- all suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- staff/volunteers are trained to understand the nature of abuse and to be alert to matters of concern
- all staff/volunteers working in this supplementary school have a responsibility to report concerns to the designated person with responsibility for child protection at the school, and/or to the school's co-ordinator.

We aim to safeguard children/young people by:

- adopting child protection guidelines through procedures and a code of conduct for staff/volunteers
- sharing information about child protection and good practice with children/young people, parents and carers and staff/volunteers
- sharing information about concerns with agencies who need to know, and involving parents and children/young people appropriately

- following carefully the procedures for recruitment and selection of staff/volunteers
- providing effective management for staff/volunteers through support, supervision and training
- reviewing our policy and good practice regularly.

The following named responsible person has been nominated by this complementary/supplementary school to refer allegations or suspicions of neglect or abuse to the statutory authorities.

**The named responsible persons are :**

**Amani Mohamed ( The School Headteacher)**

**Hind Gaily (Deputy Headteacher)**

**Rania Abdelgadir (The General Advisor)**

**The role of the named responsible persons:**

**They** act as the designated child protection person. It is the responsibility of them to make themselves available for consultation by staff, volunteers, visitors and children/young people and their families.

The named persons role includes:

- ensuring that this policy is implemented throughout the school
- ensuring that all necessary enquiries, procedures and investigations relating to child protection are carried out
- reporting results of screening enquiries and preserving 'need to know' levels of confidentiality and access to secure records
- ensuring that all confidential records relating to child protection matters are kept secure
- liaising with social services at a formal and informal level on child protection matters, also with the police
- reporting allegations and suspicion of abuse to the appropriate authorities
- ensuring that there is adequate induction and training relating to child protection matters
- ensuring that each activity carried out by the school is sound in terms of child protection as regards personnel, practices and premises

- checking all incident reports made by staff/volunteers, countersigning them and making such reference to the appropriate authority as is appropriate.

**The definition of safeguarding is protecting children from maltreatment , preventing 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 outcomes** (Working together to safeguard children, 2018). It is also about protecting children from all types of abuse.

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing harm to a child/young person.

Physical harm may also be caused when a parent/carer feigns the symptoms of, or deliberately causes, ill health to a child/young person whom they are looking after. This situation is commonly described as factitious, fabricated or induced illness in children/young people or “Munchausen syndrome by proxy’.

A person might do this because they enjoy or need the attention they get through having a sick child/young person.

Physical abuse, as well as being the result of a deliberate act, can also be caused through omission or the failure to act to protect.

### **Emotional abuse**

Emotional abuse is the persistent emotional ill treatment of a child/young person, such as to cause severe and persistent adverse effects on the child’s/young person’s emotional development. It may involve making a child/young person feel or believe that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of the other person.

It may feature expectations being imposed on a child/young person that are inappropriate for their age or stage of development. It may also involve causing a child/young person to feel frequently frightened or in danger, or the exploitation or corruption of a child/young person.

Some level of emotional abuse is involved in all types of ill treatment of a child/young person, though it may occur alone.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child/young person to take part in sexual activities, whether or not the child/young person is aware of, or consents to, what is happening. The activities may involve physical contact, including penetrative acts such as rape, anal or oral sex, or non-penetrative acts such as fondling.

Sexual abuse may also include non-contact activities, such as involving children/young people in looking at, or in the production of, pornographic material, or

watching sexual activities, or encouraging children/young people to behave in sexually inappropriate ways.

Boys and girls can be sexually abused by both males and females, whether adults or other children/young people.

## **Neglect**

Neglect is the persistent failure to meet a child's/young person's basic physical and/or psychological needs, that is likely to result in the serious impairment of the child's/young person's health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, leaving a child/young person at home alone or failing to ensure that a child/young person gets appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's/young person's basic emotional needs.

It is accepted that, in all forms of abuse, there are elements of emotional abuse and that some children/young people are subjected to more than one form of abuse at any time.

These four definitions do not minimise other forms of maltreatment.

## **Fabricated illness**

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

We recognise that there are additional barriers that exist when recognising the signs of abuse and neglect of children who have special educational needs and/or disabilities. For example, recognising that changes in behaviour should not always be attributed to a child's additional needs but may reflect a safeguarding need. There may also be communication difficulties, therefore we will explore other ways of communicating where appropriate.

Regarding children with special education needs, the MSS is committed to follow policies and procedures stated in the SEND code of practice 2015.

## **Domestic Abuse**

The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

## **Forced marriage, honour based violence**

Coercive/controlling behaviour includes forced marriage and honour based violence  
Forced Marriage Act 2007 A forced marriage is one that is carried out without the full

consent and approval of both parties and duress is involved, including physical and psychological. It is different from an arranged marriage where both parties agree with the marriage. Forced marriage is against the law as it is a violation of a person's human rights and cannot be justified on religious or cultural grounds.

### **Female Genital Mutilation (FGM)**

Female genital mutilation (FGM) is the removal of all or part of the external female genitalia for cultural or other non-medical reasons. It is medically unnecessary, extremely painful and has serious health consequences, both when the mutilation is carried out and in later life. It is typically performed on girls aged 4-13 years old but has been performed on newborn infants and young women before marriage or pregnancy. FGM is against the law

There are many forms of exploitation, some of the main types are identified below;

#### **CSE (Child Sexual Exploitation)**

The sexual exploitation of children and young people takes different forms. It ranges from them being given accommodation in return for sexual activities through to being exploited through more 'formal' exploitation. It is often difficult for these children to accept that they are being exploited but they are always coerced in some way into such a lifestyle by others. For example, it is common for a girl to think that the man who controls every aspect of her life is her boyfriend and she will remain loyal to him even when he coerces her into having sex with others and in some cases resorts to violence to ensure compliance. Similarly, boys abused through prostitution rarely see themselves as victims of abusive sexual behaviour.

#### **CCE (Child Criminal Exploitation)**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person (male or female) under the age of 18 years; can still be exploitation even if the activity appears consensual; can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:

- significant changes in their behaviour;
  - deterioration in their general well-being;
  - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
  - changes in their appearance, their behaviour, or their play;
  - unexplained bruising, marks or signs of possible abuse or neglect; and
  - any reason to suspect neglect or abuse outside the setting.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
  - We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, children and young females using our provision.
  - We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.

### **Procedures:**

- Where such evidence is apparent, the teacher makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated safeguarding lead'. The information is stored on the child's personal file.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. In some cases, this

may mean the police or another agency identified by the Local Safeguarding Children Board.

- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected, we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

#### **Recording suspicions of abuse and disclosures: (See appendix 1)**

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
  - listens to the child, offers reassurance and gives assurance that she or he will take action;
  - does not question the child;
  - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity.

- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

**If you have concerns about a child please refer to the MSCB reporting procedures (flowchart is in appendix 1) contact Manchester Contact Centre on 0161 234 5001 or email [mcsreply@manchester.gov.uk](mailto:mcsreply@manchester.gov.uk)**

### **Informing parents:**

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.
- We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases, the social workers will inform parents.

### **Liaison with other agencies**

- We work within the Local Safeguarding Children Board guidelines.
- We have the current version of 'What to do if you're worried a child is being abused' available for parents and staff and ensure that all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.



- We notify the Quality Assurance of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to the Quality Assurance are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

### **Managing allegations against staff:**

When allegations arise against a person working with children (including volunteers) we will follow the procedures outlined in Working Together to Safeguard Children (2018)

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

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against children, or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
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### **As an employer we will:**

- Confirm the children are safeguarded
- Record details of potential witnesses
- Record the details of any discussions and the rationale for any decisions

### **We will not:**

- Investigate the allegation
- Interview the child
- Interview the subject
- Interview potential witnesses

### **How to refer**

Allegations that meet the threshold for the DO involvement will be reported to the Designated Officer (DO) within one working day. To report a concern we will use the DO referral form:

Completed forms should be sent by email [qualityassurance@manchester.gov.uk](mailto:qualityassurance@manchester.gov.uk)

### **Responding to allegations of abuse**

- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.

- Where the management team and children's social care agree it is appropriate in the circumstances, the school's management will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.

### **Disciplinary action:**

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Independent Safeguarding Authority (ISA) of relevant information, so that individuals who pose a threat to children (and vulnerable groups) can be identified and barred from working with these groups.

### **Training:**

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.

### **Planning:**

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

### **Curriculum:**

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.

- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

### **Confidentiality:**

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Complaints procedures are separate to the allegations management process. Just because someone does not wish to make a complaint, it does not mean that the allegation should not be considered and investigated.

### **Concerns about poor practice**

If, following consideration, the allegation is clearly about poor practice, this will be dealt with as a misconduct issue.

If the allegation is about poor practice by the school's designated person, or if the matter has been handled inadequately and concerns remain, it should be reported to the chair of the management committee, who will advise how to deal with the allegation and whether or not the school should initiate disciplinary proceedings.

#### **Internal enquiries and suspension**

The designated person will make an immediate decision about whether any individual accused of abuse should be temporarily suspended, pending further police and social services inquiries.

Irrespective of the findings of the social services or police inquiries, the school will assess all individual cases to decide whether a member of staff or volunteer can be reinstated and how this can be handled sensitively. This may be a difficult decision, particularly where there is insufficient evidence to uphold any action by the police. In such cases, the school must reach a decision based upon the available information. This might suggest that, on a balance of probability, it is more likely than not that the allegation is true. The welfare of the child/young person must remain of paramount importance throughout.

### **The Prevent Duty:**

MSS is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to prevent children from being radicalised. This duty is known as the Prevent duty and it applies to a wide range of public-facing bodies.

### **To protect children from the risk of extremism, MSS follows the following:**

- Carrying out risk assessments by demonstrating both a general understanding of the risks affecting children. Children at risk of radicalisation may display different signs or seek to hide their views. Therefore, staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.
- Working in partnership with Local Safeguarding Children Boards (LSCBs) and with parents and families who raise concerns, and being able to point them to the right support mechanisms.
- Reporting and recording any suspicious behaviour or issues that relate to any child.

### **Peer on Peer abuse:**

#### **Purpose and Aim:**

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

#### **Framework and Legislation:**

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together, 2018, highlighting that every assessment of a child, 'must be informed by the views of the child' and within that 'It is important to understand the resilience of the individual child when planning appropriate services. (Working Together, 2018) This is clearly echoed by Keeping Children Safe in Education, 2016 through ensuring procedures are in place in schools and settings to hear the voice of the child.

### **Introduction to abuse and harmful behaviour:**

Abusive behaviour can happen to children at settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

### **Types of abuse:**

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

#### **Physical abuse** e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

#### **Sexually harmful behaviour/sexual abuse** e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from children is not always contrived or with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

#### **Bullying** (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be

repeated, over time. Both children who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

□ An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

### **Expected action taken from all staff:**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to children and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

### **Gather the Facts**

Speak to all the children involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the child to tell you what happened. Only interrupt the child from this to gain clarity with open questions,

‘where, when, why, who’. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a child to be able to harm another?

### **Decide on your next course of action**

If from the information that you gather you believe any child to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

### **Informing parents**

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a child may be suffering can cause anxiety to parents whether their child is the child who was harmed or who harmed another.

### **Preventative Strategies:**

For all settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting children to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that each setting has an open environment where children feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge

perceptions of children use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to children in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a child seeking no further help or advice.

Finally, it is useful to ensure children views are listened to and their concerns are dealt with appropriately.



## Safe recruitment

- All staff/volunteers will be appointed by at least two members of the management committee.
- Most staff and all volunteers will work in teams or in open environments where they are not alone with children. Where necessary, staff members (but not volunteers) may work alone with children/young people, providing that they have completed a satisfactory probationary period.

All staff/volunteers will:

- be given a clear job description or role description, setting out expectations for their work and conduct
- show that they meet the person specification for the post or role
- fill in a form on first appointment and annually at the start of each school year, to update their personal details, previous and current work/volunteering experience and qualifications
- supply the names of two referees, who will be contacted personally
- be required to produce a recent enhanced DBS check on appointment or to have one made through the Disclosure and Barring Service, giving photographic and other evidence of identity and including a formal declaration of any criminal convictions
- be taken through child protection policy and procedure on induction, followed by annual training to remind them of procedures and important concepts
- be supervised by a named manager and observed at work by the school's co-ordinator.

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## Legal framework

### *Primary legislation*

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- Safeguarding Vulnerable Groups Act (2006)
- The prevent duty: for schools and childcare providers (2015)
- Section 73 of the Serious Crime Act (2015)
- Revised Prevent Duty guidance (2021)
- Keeping children safe in education (2022)

### *Secondary legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance (soon to be replaced by the GDPR, General Data Protection Regulations)

**Further guidance**

- Working Together to Safeguard Children (2018)
- What to do if you're Worried a Child is Being Abused (HMG 2015)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2015)
- Independent Safeguarding Authority: [www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)
- MSCB Multi-agency Levels of Need response framework

Signed on behalf of the provider: *R. Abdelgadir*

Name of signatory: Rania Abdelgadir

Reviewed on: 01/09/2024

Date to be reviewed: 01/09/2025



## Links to Guidance and Resources

Manchester Safeguarding Partnership	<a href="https://www.manchestersafeguardingpartnership.co.uk/">https://www.manchestersafeguardingpartnership.co.uk/</a>
Safeguarding In Education Training for Supplementary Schools	<a href="https://safeguarding-in-education-manchester.eventbrite.co.uk/">https://safeguarding-in-education-manchester.eventbrite.co.uk/</a>
Keeping Children Safe in Education 2019	<a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>
Working Together to Safeguard Children - 2018	<a href="https://www.gov.uk/government/publications/working-together-to-safeguard-children--2">https://www.gov.uk/government/publications/working-together-to-safeguard-children--2</a>
What to do if you think a child is being abused	<a href="https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2">https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2</a>
Faith based Abuse	<a href="https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief">https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</a>
Domestic Abuse	<a href="https://www.gov.uk/guidance/domestic-abuse-how-to-get-help">https://www.gov.uk/guidance/domestic-abuse-how-to-get-help</a>
Female Genital Mutilation	<a href="https://www.gov.uk/government/collections/female-genital-mutilation">https://www.gov.uk/government/collections/female-genital-mutilation</a>
Child Sexual Exploitation	<a href="https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners">https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners</a>
Forced Marriage	<a href="https://www.gov.uk/guidance/forced-marriage">https://www.gov.uk/guidance/forced-marriage</a>
Criminal Exploitation	<a href="https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines">https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines</a>
Fabricated or Induced Illness	<a href="https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced">https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced</a>
Prevent Duty Guidance	<a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a>

