



Ashgate Specialist Support Primary School  
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Headteacher: Diane Wolstenholme B.Ed.Hons

## **POLICY STATEMENT: Child Protection**

In the event of any member of staff or governor having any safeguarding concerns please report them directly to the Designated Safeguarding Officers

**Diane Wolstenholme, Claire Redrobe, Sophie Barton  
and Kirsty Brennan and**

Governor with responsibility for Safeguarding  
**Joan Holt**

Please note that anyone may report concerns about a child directly to social services via the contact centre:  
Telephone (0161 234 5001)

### **UN Convention on the Rights of the Child**

#### **Article 3**

**6The best interests of the child must be a top priority in all things that affect children.**

#### **Article 19**

**Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents and or anyone else who looks after them.**

#### **Article 34**

**Governments must protect children from sexual abuse and exploitation**

Date policy written	November 2018
Reviewed	September 2022
Consultation and Ratified	September 2023
Next Review date	September 2024

# SAFEGUARDING POLICY

Ashgate Specialist Support School		
<p>The Headteacher who has the ultimate responsibility for safeguarding is Diane Wolstenholme</p> <p>In their absence, the authorised member of staff is Claire Redrobe</p>		
<b>KEY SCHOOL STAFF &amp; ROLES</b> Include Designated Safeguarding Lead (DSL)/Pastoral Team/EH Co-ordinator as applicable		
Name	Role	Location and/or Contact Phone Number
Diane Wolstenholme	DSL	Ashgate 01613595322
Claire Redrobe	Deputy DSL	Ashgate 01613595322
Sophie Barton	Deputy DSL	Ashgate 01613595322
Kirsty Brennan	EHA	Ashgate 01613595322
Sinead Doherty	Nurse	Ashgate 01613595322

<b>NAMED GOVERNOR for Safeguarding &amp; Prevent</b>	Contact Phone Number/Email
Carmen Malpas	c.malpas@rodneyhouse.manchester.sch.uk

**This policy will be reviewed at annually unless an incident or new legislation or guidance suggests the need for an interim review**

**The effectiveness of our safeguarding arrangements are monitored by SLT and the Governing Body through the following procedures. (KCSiE Part 2.78)**

Review Date	Changes made	By whom
November 2018	Policy created	Diane Wolstenholme and Claire Redrobe
September 2022	Policy reviewed	Diane Wolstenholme and Claire Redrobe
September 2023	Policy reviewed	Diane Wolstenholme, Claire Redrobe and Sophie Barton

The Headteacher will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of children are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- Safer recruitment and selection of staff and volunteers is practised. The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" September 2022 by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
- All staff, volunteers and others who spend time in school, are subject to an enhanced DBS clearance check that is renewed every 3 years.
- Staff will be encouraged to sign up to the update service and give their employer permission to check their status on an annual basis.
- All staff receive relevant training, which is updated regularly.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed safeguarding SEF proforma to the LA as requested
- A Designated Senior Member of staff, known as the DSL, for children protection is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Enough time and resources are made available to enable the designated member of staff to discharge their responsibilities, including regular refresher training and attendance at inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- Name a senior member of the safeguarding team as the designated teacher for LAC, with a responsibility for PEPs.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its children by making our statutory obligations clear in our welcome packs and parent friendly policies.
- The Safeguarding and Child Protection Policy is available on our website and is included in the staff induction. All volunteers will be made aware of the schools safeguarding and children protection policy and arrangements.
- We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively.
- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise children and staff.
- Volunteers and visitors to school in respect of whom no checks have been obtained are never left unsupervised in school.
- All contractors, or employee of contractors, are subject to an appropriate level of DBS check as necessary. Under no circumstances, will contractors for whom no checks have been made work unsupervised where their work would bring them into contact with children. Where it is unavoidable that contractors have to be on site during the children day then a robust risk assessment procedure is in place.

Our Governing Body will ensure that:-

- All policies, procedures and training in our school are effective and comply with the law at all times.
- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.81)
- A member of the governing body is identified as the designated governor for Safeguarding and for Prevent and receive appropriate training.
- A member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the head teacher or a member of governing body.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Named Safeguard governor will liaise with Safeguard lead to come in to School, discuss current policies and procedures, and observe them in practise.
- Our safeguarding and children protection policy, is reviewed and shared with all staff, at least annually. The Head and designated Safeguard lead will amend policy in line with local and National safeguarding guidance and procedures.
- School has a staff code of conduct policy and ICT, Social Network and Mobile Phone Acceptable Use policy in place, which is shared with all staff.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures and 'Keeping Children Safe In Education September 2022.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes, as part of the induction process.
- There is appropriate challenge and QA of the safeguarding policies and procedures.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.
- Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

The **Designated Safeguarding Lead (DSL)** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people.

The DSL team will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend appropriate designated safeguarding lead training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide/commission support and training for staff and volunteers.
- Ensure that all referrals made to Children's Services are effective and in line with MSCB procedures. Any referral made is completed with Designated Safeguard lead with Head being notified of the referral who insure that all referrals are recorded on CPOMS and allocated to follow up with any actions.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. All members of the safeguard team attend regular training and updates in line with Local and National guidance.

- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, and follow escalation process if necessary.
- Understand the assessment process for providing early help
- Have a working knowledge of how local authorities conduct a child protection case conference and review conference, and be able to attend and contribute to these effectively
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- All visitors to school upon signing in are directed to read the information booklet which explains the procedure for reporting any concerns and also identifies who the safeguarding team are and where they can be found.
- Always be available during school hours during term-time, and at other times as designated by the Head teacher. Out of hours and holiday cover, will be managed by the head teacher and the designated safeguarding lead, contactable through the email addresses published on the school website.
- Monitor attendance in line with school policy and procedure and follow up any concerns with the parents/carers and/or the appropriate agencies.
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance (Part 5.466)
- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult and have arrangements in place for ensuring this if a police officer requests to meet with a child when in school.
- Complete a face to face safeguarding handover as soon as possible when children move to and from a new establishment, passing safeguarding information in a hard copy. This will be transferred separately from the children's main file and confirmation of receipt should be obtained.
- Ensure that consideration is made towards the context in which incidents occur and whether and wider environmental factors are present in a child's life that are a threat to their safety and/or welfare
- We ensure that appropriate staff have the information they need in, relation to a child's looked after legal status and regarding a child, who was previously looked after and we work with relevant social workers and the Virtual School.
- We will regularly review any children where we have concerns, make relevant referrals and escalate if further actions are necessary, as detailed in KCSIE. We will follow LA and MSP procedures if there is a need to re-refer or escalate any concerns.

**All staff will:-**

- Follow our agreed Code of Conduct policy
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g. Behaviour Management Policy
- Show their new DBS certificate to their employer, ie the head teacher or other delegated senior member of staff, within a reasonable time of receiving it
- Provide a safe environment where children can learn
- Be approachable to children and respond appropriately to any disclosures, following the schools reporting procedures.
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious and actively build trusted relationships which facilitate communication.

- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the children
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role provide targeted support for individuals and groups of children as required.
- Teaching staff have additional statutory duties, including to report any cases of known or suspected Female Genital Mutilation directly to the police.

### Summary of Urgent Procedures

**If you have any concerns about the welfare of any of our pupils then you should report it immediately to a designated safeguarding lead or alternatively a member of senior management..** See Appendix A, Part 1 of KCSIE 2022, for definitions of Significant Harm, Physical Abuse, Emotional Abuse and Neglect from and further information about Complex Safeguarding Issues including Child Sexual Exploitation, Child on Child/ Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime, County Lines in the full statutory guidance.

Ashgate School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life.

If staff, volunteers or visitors have concerns about a child they will raise these with the school's designated safeguarding lead. The safeguarding lead will decide whether to make a referral to children's social care; it is important to note that any staff member can refer their concerns to children's social care directly.

Where a child (or children) and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there will be an Early Help Assessment (EHA).

If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately. Anybody can make a referral.

If the child / children's situation does not appear to be improving the staff member with concerns will press for re-consideration. Concerns should always lead to help for the child / children at some point (see DfE Safeguarding Guidance 2015 p10).

If a **teacher**, in the course of their work in the profession, discovers that an act of **FGM** appears to have been carried out on a girl under the age of 18, **the teacher must report this directly to the police.**

If staff have concerns about another staff member then this should be referred to the head teacher. Where there are concerns about the head teacher this should be referred to the chair of the governors.

If staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime internally or externally, the school has appropriate whistleblowing procedures, which are suitably reflected in staff induction and staff behaviour policies.

Manchester LADO (sometimes known as DOLA or LA Designated Officer): **0161 234 1214**.

NSPCC Whistleblowing Helpline: **0800 028 0285** or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Details of concerns and incidents are recorded on CPOMS, so that a comprehensive record and chronology of concerns, incidents and actions is maintained by the school.

### **Advice line contact numbers**

Social Care and Advice guidance service: **0161 234 5001**

Early Help Hubs: North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977**

Local Authority (LA) Safeguarding in Education Team: **0161 245 7171**

Complex safeguarding hub advice line: **0161 226 4196**

MCC safeguarding in education team : **0161 245 7171**



All staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. There should be a climate of vigilance and an attitude of "it could happen here where safeguarding is concerned.

(Further guidance is available: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>)

Our procedure if there is an allegation that an adult has harmed a child, or that a child is a risk from a named adult is;

All concerns including low-level should be reported to the head teacher unless concerning the head teacher in which case report to the chair of governors, Margaret Blowey [rhbme@bme.com](mailto:rhbme@bme.com).

These concerns would be reported to the Manchester LADO (Majella O'Hagan): 0161 234 1214

If staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime internally or externally, the school has appropriate whistleblowing procedures, which are suitably reflected in staff induction and staff behaviour policies.

Again the following helplines can be used to gain advice.

Manchester LA Designated Officer (formerly LADO): **0161 234 1214**.

NSPCC Whistleblowing Helpline: **0800 028 0285** email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Our procedure for investigating and dealing with any complaints or concerns about our safeguarding practice that are brought to our attention is detailed in our Complaints Policy.

Additionally, we will co-operate with officers from the Education Department if they are aware of concerns which have been raised with Ofsted, the Regional Commissioner or the DfE.



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- 9. Managing Allegations**
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- 12. Part 1 & Annex A and Annex B of 'Keeping Children Safe in Education (KCSIE), September 2023 - statutory guidance to be read by staff as determined by the headteacher/principal and Governing Body**

## **APPENDICES:-**

- A. Key Legislation, Statutory Guidance & Ofsted Framework**
- B. Other Government & National Guidance**
- C. Local Policies & Guidance (MCC, Greater Manchester & Manchester Safeguarding Partnership)**
- D. Other Relevant School Policies/Procedures**
- E. Other Relevant MCC Education Department Policies/Guidance**
- F. Abbreviations**

# 1. INTRODUCTION

Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

This policy has been developed to ensure that all adults in our school, including regular staff, supply staff, volunteers, visitors and contractors are working together to safeguard and promote the welfare of children and young people and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

**‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (KCSIE, **Part 1.2**)**

See KCSIE Part 1, Part 5 & Annex B for definitions and further information about:- *please pay attention to the areas which have been highlighted in the latest version of KCSIE eg Peer on Peer/Child on Child Abuse including that taking place online, extra-familial harms and children with particular vulnerabilities, Part 5 ‘Child on Child Sexual Violence & Sexual Harassment’ and*

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect (1.26-30)
- Channel (Annex B, p134)
- Child Abduction and Community Safety Incidents (Annex B, p124)
- Child Criminal Exploitation (1.33-35, Annex B, p125)
- Child Sexual Exploitation (1.36-39, Annex B, p125)
- Children and the Court System (Annex B, p124)
- Children Missing from Education (Annex B, p124)
- Children with Family Members in Prison (Annex B, p125)
- County Lines (Annex B, p126)
- Cybercrime (Annex B, p127)
- Domestic Abuse (New para at 1.43 and Annex B, p144-5)
- Early Help (1.61)
- Elective Home Education (2.165-168)
- Homelessness (Annex B p130)
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty (clarification 1.86-1.93)
- Looked After Children and children open to or who have been open to a Social Worker (Further information on the role of the Head of the Virtual School, 1.191-196)
- LGBT children (Extended information at 2. 202-204)
- Mental Health (1.41 -1.44)
- Modern Slavery and the National Referral Mechanism (Annex B, p127)
- Online Safety, including Education at Home (Annex D, p158-160)
- Peer on Peer/Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images (1.46-50, Part 5 & Annex B, p135)
- Prevent Duty (Annex B, p133, Additional support, p142, 143)

- Preventing Radicalisation (Annex B, p132)
- Serious Violence (1.51-52)
- Sexual Violence and Sexual Harassment between children in schools and colleges (Annex B, p136, additional support p144-147)
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing(1.40 & Annex B, p130, 131, 132)

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. The aims of this policy are in accordance with both our Mission Statement and our Equal Opportunities Policy and it is an integral part of all of our activities and functions.

The governing body and proprietors at Ashgate ensure they facilitate a whole school approach to safeguarding. This means that we ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development so that they all operate with the best interests of the child at heart.

**'Safeguarding and promoting the welfare of children is defined ... as:-**

- **protecting children from maltreatment;**
  - **preventing impairment of children's mental health or physical 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.'**
- (KCSiE 1.4 2023)**

Ashgate School Values and Ethos

- 1.1 Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' (in process of review) and 'KCSiE 2023' Our policy ensures that we comply with our Statutory Duties (Appendices A & B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children's Services and Community Safety (MCC)
- 1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix E)
- 1.4 Our policy complements and supports other relevant school policies (Appendix D).
- 1.5 Our policy is regularly reviewed and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

## 2. ROLES & RESPONSIBILITIES

### LEADERSHIP & MANAGEMENT

#### 2.1 OUR GOVERNING BODY

Our Governing Body have a strategic leadership responsibility for our school's/college's safeguarding arrangements and **will** ensure that they comply with their duties under legislation. They **will** have regard to KCSiE 2021, ensuring policies, procedures and training in their schools/colleges are effective and comply with the law at all times.

Our Governing Body are fully aware of our role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The Governing Body will ensure that:-

- All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety
- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.81, 2.95-97)
- A named member is identified as the designated governor for Safeguarding and receives appropriate training.
- They facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.
- Where there is a safeguarding concern, they and school/college leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. See summary of urgent responses on Page 3
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has an effective Child Protection Policy
- The school has a Supporting Children's Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained as required
- More than one emergency number is held on file for each pupil/student
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. She will attend termly safeguarding audits with the DSL.

- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance. Staff meetings give staff the opportunity to make suggestions and amendments to the policy and practice in school reflecting any changes to circumstances.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff, volunteers and contractors including overseas checks where relevant. See Safer Recruitment Policy
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors and these are in line with KCSIE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All staff and volunteers who have regular contact with children and young people and contractors who are in contact with children and young people receive appropriate training and information about the safeguarding processes. Staff complete training every 3 years and receive training on any updates to KCSIE annually. Visitors are provided with a summary of our safeguarding procedures and DBS are checked.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. Policies are ratified by governors and termly visits completed by designated Safeguarding Governor.
- Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

## 2.2 OUR HEADTEACHER

Our Headteacher will ensure that the policies and procedures, adopted by the governing body or proprietor particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.

Our headteacher is fully aware of our role in multi-agency safeguarding arrangements, of Manchester Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements. We will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, identifying and responding to their needs, including:-

**Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. (KCSiE 2.113)**

**All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.' (KCSiE, 2.114)**

Our Headteacher is fully aware of statutory guidance in KCSIE and will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers, volunteers, visitors and contractors understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested (bi-annually).
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. She has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Adapted communication strategies/resources appropriate to supporting the needs of our children enable the children to raise concerns and disclosures. In addition, children are carefully observed and monitored for changes in presentation, behaviour and wellbeing. Staff foster close relationships with parents/carers so that we are aware of any changes at home.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns. Members of SLT, including a DSL are available for communication with parents, carers and other professionals involved with the children.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively.
- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked. and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.



- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. All visitors are vetted and content of any presentations to staff or children are shared prior to the event.
- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

## 2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a member of our Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. She takes lead responsibility for Early Help, safeguarding and child protection, although some activities may be delegated as appropriate. **including online safety and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a DDSL but they take the ultimate lead for child protection. (DDSL/s are trained to the same standard as the DSL).**

The DSL, together with the Safeguarding team will:

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture of listening to children and taking account of their wishes and feeling, and also understand the difficulties some children may have in approaching staff about their circumstances
- Work closely with the school's lead for mental health
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide/commission support and training for staff and volunteers through induction training, online courses and staff meetings.
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, and follow escalation process if necessary. Referrals are made via the phone number 234 5001 where they are triaged and appropriate action decided upon. Incidents are recorded on CPOMS and cases are allocated to the appropriate member of the safeguarding team.
- Understand the assessment process for providing early help
- Have a working knowledge of how local authorities conduct a child protection case conference and review conference, and be able to attend and contribute to these effectively. DSLs write reports using the model provided to outline what is working well for the family and any areas of concerns. CPOMS enables us to review historical information and include this in the report.
- Refer cases to the Channel programme where is a radicalisation concern or support other staff who have made such referrals.

- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice. DSLs and members of the Safeguarding Team have access to supervision from within the team and also from other professionals eg; CAMHS.
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance (**Annex C.p 165**)
- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult and have arrangements in place for ensuring this if a police officer requests to meet with a child when in school. (Annex C, link to statutory guidance - PACE Code C 2019) (**Annex C.p 165**)
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Create and maintain child protection files and keep them up to date.
- Keep information confidential and store securely with a separate file for each child. CPOMS is used for this purpose.
- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues **KCSIE, 191-196**
- Share and transfer safeguarding and child protection information as appropriate. Sharing of Safeguarding information is done securely through encrypted email eg; Egress or via a secure transfer of files via CPOMS. Where paper safeguarding records are shared with new schools, the recipient signs a receipt to confirm the handover. This is kept within our secure paper safeguarding file.
- Always be available during school hours during term time, and at other times as designated by the Headteacher. Professionals have access to DSL and Deputies email addresses and the school contact number. Parents and other individuals can email the admin email address if telephone contact is unavailable. The admin team will pass information on to DSL or Deputies and EHA lead.
- **Understand and support the school/college with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from risk of radicalisation**
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Understand the lasting impact that adversity and trauma can have on children and young people
- Ensure the child protection policy is available publicly and parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school/college in this. The safeguarding policy is on the school website and new parents/carers are informed of safeguarding procedures in the new parents meeting in the summer term.
- **Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child**



## Key Roles & Responsibilities

Diane Wolstenholme	Headteacher DSL
Claire Redrobe	Deputy Headteacher & DSL Attendance & Behaviour Lead Designated Person for LAC
Sophie Barton	Deputy Headteacher & DSL
Kirsty Brennan	EHA Lead
Sinead Doherty	School Nurse

### SCHOOL/COLLEGE STAFF

## 2.4 ALL STAFF

All staff in the school, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL.

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSiE 2023 as directed by senior leaders and appropriate to individual roles.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding concerns and key LA approaches including Early Help, Signs of Safety, Safe & Together and the ACT model (Achieving Change Together) and ensuring that the voices of children are listened to and taken account of.
- Attend training sessions/briefings as required to ensure that they follow relevant policies eg Behaviour Management Policy/Physical Restraint Policy
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue
- Be approachable to children and respond appropriately to any disclosures
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious and actively build trusted relationships which facilitate communication.
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Be aware of the local early help processes and understand their role in it
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role

- Provide targeted support for individual and groups of children as required, if appropriate to their role

Teaching staff have additional statutory duties, including to report any cases of known or suspected Female Genital Mutilation.

### 3. TRAINING AND AWARENESS RAISING

- 3.1 In accordance with KCSIE 2023, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety and their responsibilities in relation to filtering and monitoring) and be made aware of the systems within the school/college which support safeguarding eg, Supporting Children's Behaviour Policy. All staff and students have a personalised induction which includes all policies and procedures related to safeguarding. This training will be regularly updated
- 3.2 All staff must ensure that they have read and understood Keeping Children Safe in Education: Part One/Annex A and/or Annex B. Every amended version of KCSIE is emailed to all staff, saved on the shared area and paper copies are available where required eg; cleaners and site staff. They all sign to say that they have read the document.
- 3.3 All staff will receive regular child protection training at least every 2 years and at least an annual update which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes. All staff are given access to the NSPCC online safeguarding training every 3 years as well as regular updates when there are changes or new information to share.
- 3.4 All staff members will receive regular safeguarding and child protection training and updates, e.g. bulletins/staff meetings, including online safety, and their role and responsibility in relation to filtering and monitoring, as required, providing them with relevant skills and knowledge to safeguard children effectively.
- 3.5 To recognise the expertise built within staff by training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy
- 3.6 All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 year.
- 3.7 All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people and this is included in our training programme

## 4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

### 4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. We have a school council where children are able to express their views and opinions in a way that is meaningful and appropriate to their level of communication and understanding. We have a total communication approach at the school which promotes the value of all children's view and opinions.

- 4.1.2 We support the LA in its progress towards UNICEF Child Friendly City status and participate in the UNICEF Rights Respecting School programme and are accredited at Gold Level.

### 4.2 POOR ATTENDANCE

We adopt MCC Attendance Policy and Attendance Strategy and reflect these in our own policies. We attend targeted support meetings related to attendance when required.

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. This includes missing individual lessons, as well as being absent or late at Registration. Any concerning patterns are reviewed. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.
- 4.2.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.2.3 We implement the statutory and LA requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people. <T:\Staff Read Only\Policies\Attendance policy 2020.doc>
- 4.2.4 We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2023) to assist with strategies for supporting children and young people experiencing anxiety to return to school.
- 4.2.5 We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date. (This is in response to learning from local serious case reviews.)

### 4.3 ALTERNATIVE PROVISION (AP)

4.3.1 We will only place children in AP which is a registered provider and has been quality assured. e.g. is on the MCC approved provider list or has been judged by Ofsted to be Good or better.

4.3.2. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will work together with the DSL at the AP to ensure **effective sharing of information and** that any safeguarding concerns are followed up appropriately.

### 4.4 EXCLUSIONS

4.4.1. We comply with statutory regulations and with the LA Inclusion Policy (**Appendix C**).

4.4.2. The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.

4.4.3 We will work with the Weapon Carrying in Schools and Colleges guidance to assist in decision making around exclusion and other responses to carrying or using weapons in school.

4.4.4 Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved

### 4.5 VULNERABLE GROUPS

4.5.1 We ensure that all key staff work together to safeguard vulnerable children. **This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support.**

Whilst all our children are vulnerable due to their SEND, specific information is shared with relevant members of staff if there are particular specific concerns or difficulties.

4.5.2 Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer

- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines
  - Is frequently missing/goes missing from care or from home
  - Is at risk of modern slavery, trafficking, sexual or criminal exploitation
  - Is at risk of being radicalised or exploited
  - Has a family member in prison, or is affected by parental offending
  - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
  - Is misusing drugs or alcohol themselves
  - Has returned home to their family from care
  - Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
  - Is a privately fostered child
  - Is persistently absent from education, including persistent absences for part of the school day
- Additionally, these children will also be considered
- International new arrival, refugee or asylum seeker
  - Looked after, previously looked after or under a special guardianship order.
  - Has or has had a social worker
  - LGBT children (KCSiE, Part 2:203-205)
  - Has the potential for adultification

4.5.3. Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:-

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in managing or reporting these challenges. (KCSiE, Part 2:199)

4.5.4 Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. (KCSiE, Part 2:180-186)

4.5.5. We ensure that staff consider the context in which incidents occur and whether and wider environmental factors (extra-familial harm) are present in a child's life that are a threat to their safety and/or welfare.

4.5.6. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and the Virtual School. **KCSiE, 187-196**

4.5.7 Where **children have or have had a social worker, we will work alongside the social worker to ensure there is a clear education focus in the Plan for the child.**

#### **4.6 CHILD ON CHILD ABUSE (KCSiE, Part 5 & Part2,156)**

4.6.1 All our staff recognize that children are capable of abusing their peers, including online.

4.6.2 Our Peer on Peer Abuse Policy clearly outlines our procedures and approach to this issue and are summarised below

- The procedures to minimize the risk of child on child abuse
- The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously
- How allegations of peer on peer abuse will be recorded, investigated and dealt with
- Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- Recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported
- Our clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.
- Recognition that it is more likely girls will be victims and boys' perpetrators, but that all peer on peer abuse is unacceptable and will be taken seriously
- The different forms peer on peer abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2023

#### **4.7 ELECTIVE HOME EDUCATION**

4.7.1 We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child's best education is at the heart of the decision.

4.7.2 We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs

4.7.3 If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made.

- 4.7.4 We will inform Manchester LA of all deletions from the admission register when a child is taken off-role and we understand that a child may be removed from roll as soon as the parent has informed us of their decision.
- 4.7.5 We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education

## **4.8 COMMUNITY SAFETY**

### **4.8.1 Serious violence**

We are aware of the indicators and risk factors which may signal that children are at risk from, or are involved with serious violent crime.

### **4.8.2 We update our awareness training for staff based on new information regarding trends, modes of operation and language/slang when provided by partner agencies.**

### **4.8.3 Child abduction and community safety incidents**

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. Lessons are planned according to the children's needs and levels of understanding. They will be taught a range of strategies to keep safe eg; road safety, stranger danger in a way that is appropriate to their level of understanding.

### **4.8.4 Our response to children carrying knives or other weapons in school and in situations out of school is aligned to the Manchester Knife and Weapon Carrying in Schools and Colleges Guidance (Knife Crime Protocol) in which we take a holistic and measured approach on a case by case basis to such incidents in and out of school. (See Appendix C)**

## **5 . CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING**

### **5.1 KEEPING RECORDS**

Records of incidents and concerns are recorded on CPOMS. Members of SLT have enhanced access to CPOMS so that they can maintain an overview of individual cases and access them remotely. All other staff have the ability to record incidents and any concerns and view actions if alerted. A safeguarding register is kept separately with information of level of need eg; CP, CIN EHA and other professionals involved.

#### **5.1.1 We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life and up to date contact details for adults who have day to day care of the child.**

#### **5.1.2 We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.**



5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as possible. We keep a copy of the file in accordance with our Records Policy (See Appendix E) and statutory and LA Guidance (See Appendices A, B & D).

5.2.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix A). If a concern arises all staff, volunteers and visitors must:

- Speak to the DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system



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Sinead Doherty	School Nurse

- 5.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.
- 5.3.2 In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.
- 5.3.3 We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.
- 5.3.4 We will inform, and gain consent from parents/carers if possible, if a referral is to be made to Children's Social Care or any other agency **unless it is believed that by doing so would put the child at risk** eg in cases of suspected sexual abuse. We will record the reasons if consent is not gained.



5.3.5 In such cases the DSL or Headteacher will seek advice from Children's Social Care AGS.

## **5.4 MULTI-AGENCY WORKING**

5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

5.4.2 We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.

5.4.3 We will notify the named Social Worker if:

- A child subject to a child protection plan is at risk of permanent exclusion
- There is an unexplained absence of a child who is subject to a child protection plan
- It has been agreed as part of any child protection plan or core group plan.
- We receive an Operation Encompass notification and believe the social worker may not be aware of the circumstances

5.4.4. We will regularly review and concerns if necessary, as detailed in KCSiE and will follow LA and MSP procedures if there is a need to re-refer or to escalate (KCSiE Part 2, 70)

## **5.5 CONFIDENTIALITY & INFORMATION SHARING**

5.5.1 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.

5.5.2 Information about children will only be shared with other members of staff on a need-to-know basis

5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine.

5.5.4 We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.

5.5.5 We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSiE Part 2:115-123)

## **5.6 CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE CHILD/FAMILY MEETINGS AND CONFERENCES**

- 5.6.1 A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.
- 5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. The DSL or deputies will attend all meetings in term time, they are normally held on school premises. When available and essential they will attend meetings in the school holidays where possible. In the event of a member of staff not being able to attend, relevant information/reports will be shared prior to the meeting.
- 5.6.3 Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.
- 5.6.4 Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- 5.6.5 We will discuss and share reports with the parents/carers before the conference.
- 5.6.6 All relevant staff will be confident in using the tools which are part of the Signs of Safety approach including refreshed and updated versions

## **5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS**

- 5.7.1 Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 5.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 5.7.3 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.
- 5.7.4 We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

## **5.8 LEARNING FROM SERIOUS CASES**

5.8.1 MSP will always undertake a child practice review or serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the SCR is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people

5.8.2. If required we will provide an individual management report for a SCR and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

5.8.3 Our DSL will keep up to date with the findings from SCRs and other learning reviews nationally and in Manchester, share the learning and review our safeguarding procedures if relevant.

## **6. THE CURRICULUM**

We are committed to promoting emotional health and wellbeing and to supporting the development of the skills needed to help keep children safe and healthy. This includes face to face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.

- 6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- 6.2. This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenge and to make informed choices in later life.
- 6.3.1 Relationships Education, Relationships and Sex Education and Personal Social and Health Education (PSHE) lessons will;  
provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.

- 6.4 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.
- 6.5 All children know that there are adults in our school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Nurturing relationships are fostered between the children and members of staff, who are highly skilled at developing communication strategies within the classroom.
- 6.6 Children are encouraged to contribute to the development of policies through the school council.
- 6.7 Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2,129)
- 6.8 We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life.
- 6.9 We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment

## **7 . ONLINE-SAFETY(KCSiE, Part 2, 135-148)**

- 7.1 Online safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school/college approach empowers us to protect and educate pupils/students and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- 7.2 The checklist to ensure compliance with Filtering and Monitoring standards is included as Appendix B
- 7.3 We consider the 4C areas of risk to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.
- 7.4 The Internet is an essential element in 21<sup>st</sup> century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

- 7.5 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- 7.6 We ensure our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility
- 7.7 We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness.
- 7.8 We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children.
- 7.9 We have separate acceptable use policies (AUPs) for staff. This covers the use of all technologies and platforms used, both on and offsite. Specific technologies referred to in the staff Code of Conduct include laptops, mobile phone, ipads and watches.
- 7.10 We will complete online safety audits as appropriate to our needs and know where to access recommended models.
- 7.11 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home, including delivering workshops and advice.
- 7.12 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. See Ashgate Zoom protocol.
- 7.13 As technology, and the risks and harms associated with it evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSiE Part 2, 135-148)

## 8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance KCSiE and the LA model policy for Safer Recruitment (Appendices A & D)
- 8.2 Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school/college. These measures are outlined below and expanded in our policies
- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.

- Our job adverts will include safeguarding requirements and the schools /colleges commitment to safeguarding and promoting to welfare of children
- Our job adverts will make clear that safeguarding checks will be undertaken, including online checks **for shortlisted candidates.**
- We understand the process around filtering offences
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form.
- Shortlisted applicants will be asked to complete a self -declaration of their criminal record or information that would make them unsuitable to work with children
- Applicants must sign a declaration confirming information given is true
- References are obtained by the school/college before interview and open references are not acceptable
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
- We will investigate at interview if any concerns have come to light about the candidate through DBS or online checks.
- We involve pupils/students in the process in a meaningful way
- All information in the decision-making process is recorded along with the decisions made
- Correct pre-employment checks are carried out and appropriately stored on the single central record
- We understand and acknowledge to processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate
- We understand the check which need to be made for individuals who have lived or worked outside the UK
- We adhere to duties which must be performed in relation to agency and third party staff, contractors, trainees or student teachers, visitors and volunteers
- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos

8.3 The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate. During the summer playscheme, the lead member of staff receives information on how to maintain safeguarding policies for when DSL is not on site. They are given contact details of the DSL and Deputies in the event of an incident occurring.

- When our school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect providers to meet the guidance in [Keeping Children Safe in Out of School Settings](#) (KCSIE, Part 2, 167).
- If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if relevant (KCSIE Part 4, 377)
- All staff involved in out of school activities with children have an enhanced DBS. They are given Part 1 of KCSIE to read and sign to say they have understood the content. Specific safeguarding information about the school is given to all staff

including who to go to if there is a concern. Risk assessments are completed in collaboration with the lead for the activity.

- 8.4 The school maintains a single central record of all recruitment checks updated and monitored at least termly, by senior leadership and governor.
- 8.5 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 8.6 Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- 8.7 Risk assessments are carried out on all volunteer activities as required.
- 8.8 We will not keep copies of DBS certificates, either electronically or in paper files

## **9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS**

- 9.1 We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly
- 9.2 We follow the DfE guidance KCSiE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly.
- 9.3 We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated
- 9.4 The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardizing any future police investigation
- 9.5 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'. These are outlined in our Low Level Concerns Policy
- 9.6 The harms threshold indicates a person would pose a risk of harm if they have-
  - 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
  - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
  - Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behavior that may have happened outside school/college, known as transferable risk)



9.7 Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusion

9.8 Concerns that do not meet the harm threshold may include

- Suspicions or nagging doubts about a member of staff
- Complaints
- Disclosures made by child, parent/carer or another adult within or outside of school/college
- Inappropriate conduct outside of work
- Those raised during recruitment and vetting processes

9.9 Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimizing the risk of abuse

9.10 Although low level concerns may not meet the harm threshold, they are not insignificant.

9.11 All low level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes- 433-440)

9.12 Our Low Level Concerns details the processes and conclusion of low level concerns and guidance about including information in references.

9.13 All allegations made against a member of staff, including supply staff, volunteers, contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

9.14 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. See whistleblowing policy. [T:\Staff Read Only\Policies\Whistleblowing Policy and appendices\Whistleblowing Policy sep 2019.doc](#)

9.15 Historic allegations will be referred to the police.

## 10. SAFETY ON & OFF SITE

10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.

10.2 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.

10.3 All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained. We will undertake an assessment of the education value, age appropriateness and content of the visitors itinerary.



- 10.4 Visitors who are in school/college in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check
- 10.5 We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contracts between school/college and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.
- 10.6 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- 10.7 When the school is let, if services or activities are provided by the governing body or proprietor, under the direct supervision or management of school staff, the school arrangements for child protection will apply.
- 10.8 When the school is let and services or activities are provided by another body, the school governing body or proprietor should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school on these matters where appropriate.
- 10.9 Should we receive an allegation relating to an incident that happened when an individual or organisation were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO.
- 10.10 Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school/college premises – failure to comply with this will lead to termination of the agreement.
- 10.11 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. All training materials are viewed prior to any sessions with visiting speakers to ensure suitability. We only use approved providers.
- 10.12 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- 10.13 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.14 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and

sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy of High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.

10.15 We have a Health & Safety policy eg for contacting parents and for reporting to the emergency services, including police and hospitals.

10.16 We have read and considered the MCC/One Education Critical Incident guidance, the DfE Emergency planning and response for education, childcare and children's social care settings and School and College Security GOV.UK and we have a Critical Incident policy in place.

## 11. Complex Safeguarding

### Serious violence

11.1 We are aware of the indicators and risk factors which may signal that children are at risk from, or are involved with serious violent crime.

11.2 We will support referrals to Engage panels by providing information about concerns and worries for children involved in ASB and on the edge of criminality, including whether interventions have already been put in place and their success or not.

### Child Criminal Exploitation and Child Sexual Exploitation

11.2.1 Children's Social Care will refer cases of child exploitation, criminal or sexual, to the Complex Safeguarding Hub and we will contact the professionals' advice line for further support to hasten this process or seek guidance, as appropriate.

11.2.2 We understand that schools are one of many locations where children can be targeted and recruited into county lines and recognise additional specific indicators that may be present when a child is criminally exploited through involvement in county lines. (KCSiE, Annex B)

11.2.3 We are aware of the significantly low numbers of reported CCE/CSE cases for girls locally and remain vigilant in recognising the signs of involvement for both boys and girls

11.2.4 We are mindful of the language and descriptors used when discussing or referring CCE and CSE instances and avoid all victim blaming language.

11.2.5 We consider the use of the term 'gang' and only apply it to Organised Crime Gangs, not urban or street groups, although our children may perceive that they belong to, or associate with, a named 'gang'.

11.2.6 We will seek help, support or recommendations from statutory partners with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term and have used the following organisations eg; Infinity Computing; Healthy Schools;

11.2.7 We are familiar with My Safety Planning approach for Child protection in extra-familial harm circumstances.

## APPENDICES

Our policy is based on the following legislation, national & local guidance/procedures and links to other relevant school policies

### A. Key Legislation, Statutory Guidance & Ofsted Framework

- **Definitions of Abuse & Neglect from 'Working Together to Safeguard Children' (updated 2018)**

#### **Significant Harm**

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

#### **Physical Abuse**

Physical abuse 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 an illness in a child.

#### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the 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, 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, though it may occur alone.

#### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

## **Neglect**

Neglect is 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 for example. Once a child is born, 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 caretakers).
  - Ensure access to appropriate medical care or treatment.
  - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 
- **'Keeping Children Safe in Education', Part 1, to be read by all staff & volunteers and Annexe A by all staff working with children**

+ links to the following:-

- 'Keeping Children Safe in Education', in full - latest update, currently September 2022
- Ofsted Section 5 Inspection Framework for Schools
- Inspecting Safeguarding in Early Years, Schools & Skills Settings'
- 'Working Together to Safeguard Children'
- Prevent Duty, Section 26 Counter Terrorism & Security Act
- FGM Duty, Multi-agency Statutory Guidance on FGM July 2020
- Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools
- DFE Children Missing Education, Stat Guidance
- DFE Designated Teacher for LAC Guidance
- DFE Supervision of Regulated Activity
- Alternative Provision, Stat guidance
- Teachers' Standards
- Governors' Handbook
- 'Listening to & involving children & young people', stat guidance
- Health & Safety Legislation

## **B. Other Government & National Guidance**

- DFE 'What to do if you are worried a child is being abused - Advice for practitioners'
- 'Safer Working Practices'
- DFE National Standards of Excellence for Headteachers,
- DFE 'Use of Reasonable Force in Schools',
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Adviceline

## **C. Local Policies & Guidance (MCC, Greater Manchester & Manchester Safeguarding Partnership)**

Links to:-

MSP Website:-

- MSP & GM Policies
- MSP Multi-agency Levels of Need & Response Framework,
- Safeguarding Concerns, Guidance & Proformas, including escalation process
- MSP LADO Referral Process
- MSP Learning From Serious Case Reviews

Help & Support Manchester Website:-

- Early Help Strategy, Guidance, Assessments & Referrals
- Signs of Safety Strategy, Guidance & Resources

National Police Chiefs' Guidance

## **D. Other Relevant School Policies/Procedures**

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers

## **E. Other Relevant MCC Education Department Policies/Guidance**

Schools Hub

- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- Attendance Guidance
- CME Guidance
- Inclusion Strategy
- UKIS Governors' Guidance for Online Safety

## **F. Abbreviations**

- CiN      Child in Need
- CP      Child Protection
- CSC      Children's Social Care
- DSL      Designated Safeguarding Lead
- EH      Early Help
- EHA      Early Help Assessment
- GM      Greater Manchester
- LADO      Local Authority Designated Officer
- MASH      Multi Agency Safeguarding Hub
- MCC      Manchester City Council
- MSCB      Manchester Safeguarding Children's Board
- SOS      Signs of Safety