



St Margaret Mary's RC Primary School

# Safeguarding & Child Protection Policy

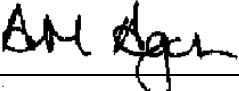
## Our Mission:

**We try to follow Jesus in everything we do.**

We help everybody in our school family, and we try to let our light shine as the light of Jesus shines.

Everyone at St. Margaret Mary's is special. We feel happy and safe.  
We are encouraged to value ourselves and each other in an atmosphere of trust, good humour, acceptance and enjoyment.

Saint Margaret Mary's school is where we come to learn through exciting and fun lessons. We try to always be welcoming and caring to all. We want to do our best, even if we find it difficult.

Author	M. Sutton / M. Handrick Based on Manchester LA model policy
Date agreed by Governing Body	19 <sup>th</sup> September 2024
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Chair of Governors	

## Key personnel and contact details

St Margaret Mary's RC Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is Matt Sutton In his absence, the authorised member of staff is Mairead Handrick, Deputy Headteacher and Designated Safeguarding Lead. <b>Mr Sutton and Miss Handrick can be contacted on 0161 681 1504, as can all other key staff.</b>		
Other key staff and roles	Name	Role
	Paula Welch Angela Murphy	EYFS Leader KS1 Leader
NAMED GOVERNOR for Safeguarding and Prevent Pamela Keegan Smith		

Our procedure if there is a concern about child welfare or safeguarding is:

- Find a designated safeguarding person immediately and pass the information on.
- Speak to a designated member of staff or if unable to locate them report to the main office and ask them to contact one of the designates as a matter of urgency.
- Do not rely on communicating the information by email or CPOMS .
- Remember time is of the essence and information needs to be shared quickly with other agencies.
- If out of hours, or failure to find one of the designates, or named people above, call Manchester Social Services and refer the situation on - contact number: 0161 234 5001

Further advice line numbers are:

- Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
- Social Care Advice & Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196
- Manchester Safeguarding in Education Team: 0161 245 7171
- Oldham Safeguarding Team (MASH) 0161 770 7777

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

- Contact Matt Sutton (Designated Safeguarding Lead) immediately.
- If unavailable, speak with Mairead Handrick (Deputy Headteacher, Designated Safeguarding Lead)
- If the allegation is that it is a member of the school staff that has harmed a child, then you must inform either: Matt Sutton (Headteacher) or Mairead Handrick (Deputy Headteacher).  
They in turn will contact the Manchester Designated Officer.
- In all cases you will be asked to make a written record of the name of the child and what they said (in their words), ensure you also make a note of the date, time and place.
- If out of hours, or failure to find one of the designates, or named people above, call Social Services and refer the situation on:
  - Contact Centre number: 0161 234 5001.
  - Manchester Designated Officer (LADO) on 0161 234 1214.
  - Oldham Safeguarding Team (MASH) 0161 770 7777
  - National Society for the Prevention of Cruelty to Children (NSPCC): 0808 800 5000.
- If your concern is about the headteacher then you should contact: the chair of governors, Angela Ager, via the school office. She will then contact the Manchester Designated Officer.

**Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding procedures internally or externally.**

It is the hope and intention of the school that any employee with a concern about any aspect of the school's operations or its conduct feels able to first raise those concerns internally, this includes where an employee wants to make a protected disclosure. In the first instance, concerns should be raised with Matt Sutton, Headteacher.

Where the concern relates to the Headteacher or the individual raising the concerns feels it would not be properly handled, they should report the concern to Angela Ager, Chair of the Governing Body, via the school office.

If the person raising the concern does not feel it will be properly dealt with or it is not appropriate to report their concern to the Chair of Governors, they should report it to the Manchester City Council via Manchester City Council Internal Audit.

E-mail your concerns to Internal Audit at: [whistleblowing@manchester.gov.uk](mailto:whistleblowing@manchester.gov.uk) or by telephone, whistleblowing hotline on 0161 234 5280

## Contents

<b>Section</b>	<b>Page</b>
1. Introduction	5
2. Acronyms	6
3. Definitions	9
4. Roles & Responsibilities	12
5. Training & Awareness Raising	17
6. Safeguarding/Child Protection Policy & Procedures	18
7. Case Management, Record Keeping & Multi-agency Working	20
8. The Curriculum	23
9. Digital Safeguarding	24
10. Safer Recruitment	25
11. Managing Allegations	27
12. Safety On & Off-Site	28
13. Complex Safeguarding	29
<b>APPENDICES</b>	
A. Key Legislation, Statutory Guidance & Ofsted Framework	31
B. Other Government & National Non-Statutory Guidance	33
C. Local Policies & Guidance (MCC, Greater Manchester & Manchester Safeguarding Partnership)	34
D. Other Relevant School Policies/Procedures	34
E. Other Relevant MCC Education Department Policies/Guidance	34
F. Further information from KCSIE 2024	35

## 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)

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours, which are contrary to these fundamental values and the ethos of the school, will be vigorously challenged. The Headteacher or, in his absence, Deputy Headteacher, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of St. Margaret Mary’s RC Primary School. This policy complements and supports other relevant school and Local Safeguarding partnership policies (Appendix A) including ‘Keeping Children Safe in Education’ (Sept 2024), ‘Working Together to Safeguard Children, and ‘What to do if you’re worried a child is being abused.’

Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in ‘Working Together to Safeguard Children [December 2023] and Keeping Children Safe in Education 2024, St. Margaret Mary’s RC Primary School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

### **Ethos**

St. Margaret Mary’s RC Primary School aims 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. Our school is committed to the principles outlined in ‘Working Together to Safeguard Children’, to implement policies, practices and procedures which promote safeguarding, and the emotional and physical well-being of children, young people and staff. The school is committed to supporting the delivery of effective early help using the Multi- Agency Levels of Need and Response Framework.

All children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to childcare and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self- motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups.

St. Margaret Mary’s RC Primary School will exercise diligence and prevent any organisation or speaker from using the school’s facilities to disseminate extremist views or radicalise pupils and staff.

Where there is a safeguarding concern, we will take the child’s wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we:

- Have systems in place for pupils to confidently report abuse
- Have reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

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.

### **Legislation and statutory guidance**

This policy is based on the Department for Education’s statutory guidance Keeping Children Safe in Education and Working Together to Safeguard Children.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Other specific guidance for educational settings with relevant sections to be read and understood by all staff and volunteers as deemed appropriate are listed in appendix A and B.

## **2. ACRONYMS**

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions

<b>Acronym</b>	<b>Long form</b>	<b>Description</b>
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children’s social care services	The branch of the local authority that deals with children’s social care.

CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.

HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and



		instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

### 3. DEFINITIONS

The terms “children” and “child” refer to anyone under the age of 18.

For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils’ mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix A explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix A defines neglect in more detail

Detailed definitions of types of abuse & neglect from ‘Working Together to Safeguard Children’ are outlined in appendix A

For the purposes of this policy, “consent” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs.

A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice.

Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, “sexual violence” refers to the following offences as defined under the Sexual Offences Act 2003:

- Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.

- Assault by penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Sexual assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “sexual harassment” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

For the purposes of this policy, “upskirting” refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the “consensual and non-consensual sharing of nude and semi-nude images and/or videos”, colloquially known as “sexting”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery.

For the purposes of this policy, “indecent imagery” is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

### **Children who may be particularly vulnerable (Equality Statement)**

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability and family circumstances.

To ensure that all our pupils receive equal protection, we will give special consideration to children 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 behaviour, 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

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

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 behaviour, 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.

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.

We ensure that staff consider the context in which incidents occur and whether wider environmental factors (extra-familial harm) 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. We work with relevant social workers and the Virtual School

#### 4. ROLES AND RESPONSIBILITIES

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners.

Our policy and procedures also apply to extended school and off-site activities.

##### A. Governing Board

The Governing Board have a strategic leadership responsibility for the school's safeguarding arrangements and will ensure that they comply with their duties under legislation. They will have regard to KCSiE 2024, ensuring policies, procedures and training in their schools are effective and comply with the law at all times. The Governing Board are fully aware of our role in multi-agency safeguarding arrangements, of Manchester 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 Board will ensure that:**

- All members of the Governing Board have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding.
- Governors monitor the whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart including:
  - That systems in place are well promoted, easily understood and easily accessible for children and staff to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
  - That policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
  - That the school has an effective Child Protection Policy and that child protection files are maintained as required
  - That the school has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
  - That there is regular review of safeguarding policy/procedures and the staff Code of Conduct that includes opportunities for staff to contribute to and shape safeguarding arrangements and policies.
  - That the training provided for staff reflects any changes of circumstances within school or locally/nationally.
  - That safer recruitment and selection practices, including appropriate use of references and checks on new staff, volunteers and contractors including overseas checks, where relevant, are used.
  - That there are 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.
  - That staff, volunteers and contractors who have regular contact with children receive appropriate training and information about the safeguarding processes.
  - There is appropriate challenge and quality assurance of the safeguarding policies and procedures including local authority checks.
- All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety.
- That a member of staff is designated as Designated Safeguarding Lead (DSL), and that they received the appropriate initial and ongoing training as well as time to discharge the duties of the role.

- A named member of the board is identified as the designated governor for Safeguarding who will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff, including termly meetings with updates and reviews.
- Where there is a safeguarding concern, they ensure that school leaders will take account of child's wishes and feelings when determining what action to take and what services to provide.
- 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.

## **B. The Headteacher**

### **The Headteacher will ensure that:**

The 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.

The 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.

'Schools and colleges should work with local authority children's 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)

'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)

The 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 staff 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 the Code of Conduct.
- A culture is created, 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. (link to Whistle Blowing Policy)
- A senior member of staff, known as the DSL, is appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and will receive appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- The Safeguarding and Child Protection policy is available on the school website and is included in the staff handbook and any volunteers' handbook.
- Parents/carers are aware of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear on the school website and other communications.
- Child friendly information of how to raise a concern/make a disclosure have been developed through simple child friendly posters being visible throughout the school.

- 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, included professional supervision as needed.
- 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 compliant with legislation relevant to the school's setting.
- A risk assessment takes place to establish that the appropriate checks take place on volunteers and there are appropriate procedures to ensure that there is no risk to children from visitors.
- 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.
- Safeguarding policies and procedures are regularly reviewed (at least on an annual basis) and this informs the return the of Safeguarding Self Evaluation (SEF) using the S175 online tool to the Manchester LA as requested bi-annually.
- The Safeguarding Self Evaluation and Action Plan is shared with governors.
- There is full co-operation with Manchester LA 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 including the availability DSLs during the holidays and weekends to respond to any concerns, acting upon these swiftly when needed.

### **C. Designated Safeguarding Lead (DSL)**

The **designated safeguarding lead** (DSL) has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the schools. This role is undertaken by Headteacher and the Deputy Headteacher. They take lead responsibility for safeguarding and child protection, including digital safeguarding, online safety and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a Deputy DSL (DDSL) but the DSLs take the ultimate lead for child protection. (DDSL/s are trained to the same standard as the DSL)

#### **The DSL, together with team as applicable 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.
- 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.
- Manage referrals of suspected abuse and neglect to the local authority children's social care as required.
- Act as a source of support, advice and expertise for all staff.
- Promote supportive engagement with parents and or carer in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- 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 in this.
- Ensure that the Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, with the Governing Board.
- Attend specialist DSL training every two years.
- Provide/commission support and training for staff and volunteers.

- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs)) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- 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 referrals made to Children's Services are effective and in line with MSP procedures and follow escalation process if necessary. DSLs make referrals and liaise with agencies to ensure follow actions take place.
- Hold and share information including creating and maintaining child protection files and keeping them up to date.
- Keep information confidential and store securely with a separate file for each child via CPOMS.
- Understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child.
- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues.
- Work closely with the school's lead for mental health.
- Act as a point of contact with safeguarding partners.
- As required liaise with case managers and Manchester Designated Officer for Child Protection concerns relating to staff.
- Obtain access to resources and attend any relevant or refresher training courses and 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, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters.
- Share and transfer safeguarding and child protection information as appropriate e.g. CPOMS transfer and confidential DSL meetings.
- 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
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online



- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children',
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance
- 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.
- Understand and support the school 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.
- Manage referrals to the Channel programme where there is a radicalisation concern as required.
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- In addition, to be able to respond to the specific needs of children in Manchester, the DSL will specify the roles and responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENCO, Attendance Lead, Designated Person for Looked After Children, Mental Health Lead.
- Always be available during school hours during term time, and at other times as designated by the Headteacher. The Headteacher/DSL are available via email/phone throughout the school holidays and out of school hours.

#### **D. The 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 ensure that they:

- Follow the Staff Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSiE 2024 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 ensuring that the voices of children are listened to and taken account of.
- Receive regular Child Protection Training Every two years, including annual updates regarding disclosures, signs and symptoms, policies and procedures.
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. 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 within 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.

## **5. TRAINING AND AWARENESS RAISING**

In accordance with KCSiE 2024, 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 which support safeguarding e.g. Simple induction pack, Child Protection policy, Behaviour Policy

This training will be regularly updated.

All staff must ensure that they have read and understood KCSiE: Part One/Annex A and/or Annex B. Staff training completed at the start and throughout the year. All staff sign to say they have read and understand their responsibilities.

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 sign to say they have read and understand their responsibilities.

All staff members will receive regular safeguarding and child protection training and updates, including online safety and their responsibilities in relation to filtering and monitoring, as required, providing them with relevant skills and knowledge to safeguard children effectively. This is in the form of:

- INSET training
- Bulletins
- Staff meetings
- Reports

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. Staff training completed at the start and throughout the year. All staff sign to say they have read and understand their responsibilities.

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

## **6. SAFEGUARDING/CHILD PROTECTION POLICY AND PROCEDURES**

### **A. Pupil Voice**

Children are encouraged to contribute to the development of policies and share their views. See child-friendly documents.

We support the LA in its progress towards UNICEF Child Friendly City status and participate in the UNICEF Rights Respecting School programme and are working towards silver accreditation.

### **B. Poor Attendance**

We adopt Manchester LA Attendance Policy and Attendance Strategy and reflect these in our own policies. This is in-line with the focus upon 'absent' children and attendance in KCSiE2024 and Manchester LA Attendance Guidance. We attend targeted support meetings related to attendance when required.

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.

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.

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. See Attendance Policy and First Response.

We will follow the Emotional Barriers to School Attendance guidance (MCC, updated version September 2024) to assist with strategies for supporting children and young people experiencing anxiety to return to school.

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)

### **C. Alternative Provision (AP)**

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

Children who require access to AP will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by us in accordance with the School Register Regulations (secondary schools only). Our DSL will work together with the DSL at the AP to ensure effective sharing of information that so that any safeguarding concerns are followed up appropriately.

### **D. Suspensions and Exclusions**

We comply with statutory regulations and with Manchester LA Inclusion Policy (Appendix C).

The DSL will be involved when a suspension 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.

We will work with the Manchester LA Weapon Carrying in Schools and Colleges guidance (Appendix C) to assist in decision making around exclusion and other responses to carrying or using weapons in school.

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

### **E. Vulnerable Groups**

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. Daily/weekly monitoring of identified vulnerable children and families.

All staff are aware of signs and report any concerns immediately.

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 are considered to be vulnerable. See p.11 for further information about vulnerable children.

### **F. Child on Child Abuse**

All our staff recognise that children are capable of abusing their peers, including online. Our separate ***Child on Child Abuse Policy*** clearly outlines our procedures and approach to this issue which are summarised below:-

- The procedures to minimise 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 child-on-child 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 simply not be 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 child-on-child abuse is unacceptable and will be taken seriously
- Recognition of the different forms child on child abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2024

### **G. Elective Home Education (EHE)**

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.

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,

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.

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.

We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education.

## **H. Community Safety**

### ***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

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

### ***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. This includes working with local PCSOs, School Social worker and through Curriculum including PSHE

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)

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

### **A. Keeping Records**

Up to date information on children on the school roll is kept and maintained. This includes where and with whom the child is living, as well as information on 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, including more than one emergency number, who have day to day care of the child.

All safeguarding records are kept via CPOMs online system. All trained staff contribute to this with the school DSLs monitoring and responding daily.

Copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children are kept

Safeguarding records are kept secure.

A pupil's child protection or safeguarding file is sent separately from the main file to a new establishment if they leave as soon as possible. A copy of the file is kept in accordance with the Records Policy and statutory and LA Guidance.

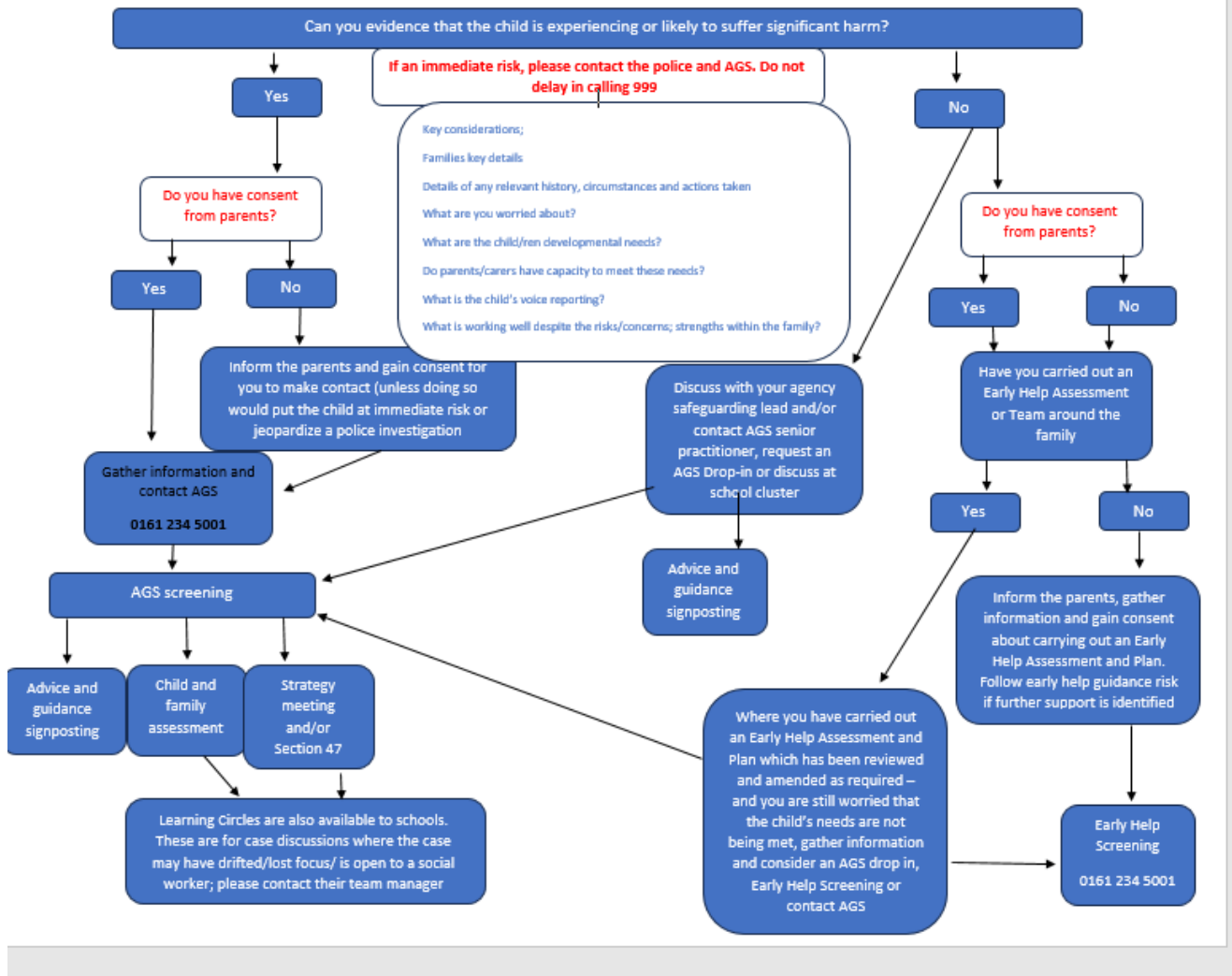
### **B. Recording and Reporting Concerns**

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

All staff to follow the flowchart from KCSiE 2024 Check/Update Flow Chart



### C. Working with parents/carers

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.

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.

We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.

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** e.g. in cases of suspected sexual abuse. We will record the reasons if consent is not gained.

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

#### **D. Multi- agency working**

We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues. We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.

The named Social Worker will be notified 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

Concerns are regularly reviewed, as detailed in KCSiE and will follow LA and MSP procedures if there is a need to re-refer or to escalate.

#### **E. Confidentiality and Information Sharing**

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

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

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.

Arrangements are 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.

Staff 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.

#### **F. Child Protection (CP), Child in Need (CiN) and Team around the Child/Family Meetings and Conferences**

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.

School staff will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. DSLs are always available during the school holidays to ensure the safeguarding of all children. If unable to attend in person a written report will be sent ahead of the meeting.

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.

Any school reports prepared for meetings will always include the voice of the child, which is especially important where there may be barriers to communication.

We will aim to discuss and share reports with the parents/carers before the conference.

All relevant staff will be confident in using the tools which are part of the Signs of Safety approach, including refreshed and updated versions

### **G. Concerns/ Disclosures by Children, Staff and Volunteers**

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.

All staff and volunteers must be clear with children that they cannot promise to keep secrets.

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.

We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

### **H. Learning from Serious Cases**

Manchester Safeguarding Partnership (MSP) will always undertake a child practice review (CPR) previously called a 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 CPR/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

If required, an individual management report will be provided for a CPR/SCR and school staff will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

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

## **8. THE CURRICULUM**

St Margaret Mary's School is 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.

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.

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.

Relationships Education, Relationships and Sex Education (RSE) 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.

Account is taken 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, Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.

All children know that there are adults in 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. This is reinforced through the curriculum, posters and assemblies. Assemblies remind children of how to raise a concern and make a disclosure.

Children are encouraged to contribute to the development of policies, through class discussions and pupil voice with regard to safeguarding topics.

The school curriculum also provides age-appropriate advice and guidance for pupils. Children are taught about safeguarding including digital 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.

There is a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.

There is a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence or harassment

## **9. DIGITAL SAFEGUARDING**

Digital safety is a safeguarding issue, and children must be safeguarded from potentially harmful and inappropriate online material. The school 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 school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance management information and business administration.

The 4C areas of risk are used to inform the online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.

- Content
- Contact
- Conduct
- Commerce

The Internet is an essential element in 21st century life for education, business and social interaction and school has a duty to provide children with quality access to it as part of their learning experience.

The policy on the use of children's personal mobile phones and smart technology is clearly outlined in the mobile phones policy but in summary, children and families are advised not to bring in a mobile phone. If children need to bring in a phone there is a signed agreement between school/parent and child this includes:

- turning the phone off/on before entering/leaving the premises
- the phone being handed to the office straight away
- agreement to use the phone responsibly outside of school
- the phone is only for contact with family on the way home/to school

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. One Education IT support ensures appropriate filtering and safeguarding. Senso software ensures careful monitoring of pupil and adult activity providing immediate alerts to DSLs and identified administrators. The monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility.

An appropriate level of security protection is in place to safeguard the school IT systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness.

Children are encouraged to use age appropriate social media safely, including opportunities for them to think and discuss the issues and to check their sources of information. Staff are kept abreast of new developments that may potentially harm children.

There are separate acceptable use policies (AUPs) for both staff and children. These cover the use of all technologies and platforms used, both on and offsite.

Online safety audits are completed as appropriate. The MSP guidelines 'Safeguarding online guidelines for minimum standards and the advice on the UK Safer Internet Website are followed.

The school works with parents to promote good practice in keeping children safe online, including to support their children learning at home. This includes workshops for parents and up to date information on website.

We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. See policy on Home Learning.

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.

## **10. SAFER RECRUITMENT & SELECTION OF STAFF**

Our recruitment and selection policies and processes adhere to the DfE guidance, KCSiE and the LA model policy for Safer Recruitment (Appendices A & D)

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 Safer Recruitment Policy.

- 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 the 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 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 complete appropriate 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

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.

All agencies/ organisations sign into school with their DBS checked and receive a summary of school safeguarding procedures and their responsibility which will be signed. There are posters situated around the school to remind visitors and staff about key staff and procedures re: Safeguarding and Child Protection.

Due diligence is carried out to stop any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. This includes any visitors being supervised by a school member of staff. Staff are regularly reminded of safeguarding duties and reporting concerns including Prevent duties through training.

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](#)

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 Manchester Designated Officer if relevant

All DBS are checked in advance of any onsite out of school hours activities alongside appropriate risk assessments that are reviewed closely ahead of visits.

The school maintains a single central record of all recruitment checks updated and monitored at least termly, by senior leadership and governor.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

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.

We will not keep copies of DBS certificates, either electronically or in paper files  
Risk assessments are carried out on all volunteer activities as required.

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

DfE guidance KCSiE, Section 4, is followed when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly.

We work closely with the police, children's social care and Manchester Designated Officer when a risk of harm is indicated

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 jeopardising any future police investigation

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**.

The harms threshold indicates that 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 behaviour that may have happened outside school/college, known as transferable risk)

The **Managing Allegations Policy** details the processes and responses to reporting harm threshold cases and managing their conclusions.

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

An open and transparent culture enables identification of concerning, problematic or inappropriate behaviour early thus minimizing the risk of abuse

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

All low-level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes). The **Low Level Concerns Policy** (formally Managing Allegations Policy) details the processes and conclusion of low level concerns and guidance about including information in references.

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.

We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. (See **Whistleblowing policy**.)

Historic allegations will be referred to the police.

## 12. SAFETY ON & OFF SITE

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

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

All visitors, including visiting speakers, are subject to our safeguarding protocols while on site. We will undertake an assessment of the education value, age appropriateness and content of the visitor's itinerary.

Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check

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 contacts between school/college and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.

We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.

When the school is let, if services or activities re provided by the governing body or proprietor, under the direct supervision or management of school/college staff, the school/college arrangements for child protection will apply.

When the school is let and services or activities are provided by another body, we 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. Appropriate checks are made in advance.

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.

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.

We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.

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.

All school visits are fully risk-assessed, and no child will be taken off-site without parental permission.

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.

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

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.

### **13. COMPLEX SAFEGUARDING**

#### ***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

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***

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.

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.

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

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

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'.

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. NSPCC, PCSO.

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. Legislation, Statutory Guidance & Ofsted Framework**

#### **Definitions of Abuse & Neglect from 'Working Together to Safeguard Children'**

##### **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.

## Statutory Guidance Links

- 'Keeping Children Safe in Education', September 2024 [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#)  
This publication provides specific guidance for educational settings - relevant sections to be read and understood by all staff and volunteers as deemed appropriate. It signposts to key legislation as well as signposting to useful organisations and resources.
- Working Together to Safeguard Children [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#)
- Teachers' Standards [Teachers' Standards guidance \(publishing.service.gov.uk\)](#)
- School Inspection Handbook [School inspection handbook - GOV.UK \(www.gov.uk\)](#)
- Maintained schools' governance guide [Maintained schools governance guide - Guidance - GOV.UK \(www.gov.uk\)](#)
- Working together to improve school attendance [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)
- Children Missing Education, [Children Missing Education - Guidance for Local authorities \(publishing.service.gov.uk\)](#)
- Alternative Provision [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- Filtering and Monitoring standards [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)
- Prevent Duty, [Prevent duty guidance: for England and Wales \(accessible\) - GOV.UK \(www.gov.uk\)](#)
- Multi-agency statutory guidance on female genital mutilation [Multi-agency statutory guidance on female genital mutilation - GOV.UK \(www.gov.uk\)](#)
- Designated Teacher for Looked After Children [The designated teacher for looked-after and previously looked-after children \(publishing.service.gov.uk\)](#)
- Regulated activity with children in England and Wales [Regulated activity with children in England and Wales - GOV.UK \(www.gov.uk\)](#)
- Child Safeguarding Practice Review [Child Safeguarding Practice Review Panel guidance for safeguarding partners \(publishing.service.gov.uk\)](#)
- Domestic Abuse Act 2021 [Domestic Abuse Act 2021: overarching factsheet - GOV.UK \(www.gov.uk\)](#)
- Domestic Homicide Reviews [DHR-Statutory-Guidance-161206.pdf \(publishing.service.gov.uk\)](#)
- Statutory policies for maintained schools [Maintained schools governance guide - Statutory policies for maintained schools - Guidance - GOV.UK \(www.gov.uk\)](#)
- Health and safety in schools [Health and safety in schools - GOV.UK \(www.gov.uk\)](#)
- Equality Act [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)

## B. Non-statutory Guidance

- Headteachers' standards [Headteachers' standards 2020 - GOV.UK \(www.gov.uk\)](#)
- What to do if you are worried a child is being abused - Advice for practitioners [Stat guidance template \(publishing.service.gov.uk\)](#)
- Use of Reasonable Force in Schools [DfE advice template \(publishing.service.gov.uk\)](#)
- Promoting the education of children with a social worker and children in kinship care arrangements [Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK \(www.gov.uk\)](#)

- National Police Chiefs' Guidance [when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](#)
- NSPCC Whistleblowing Adviceline [Whistleblowing Advice Line | NSPCC](#)
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12 [UN Convention on Rights of a Child \(UNCRC\) - UNICEF UK](#)

## C. MCC, MSP & GM Policies, Procedures & Guidance

- Manchester Safeguarding Partnership Website [Manchester Safeguarding Partnership](#)
- MSP Multi-agency Levels of Need & Response Framework [Multi-agency Policy and Procedures \(Children's\) - Manchester Safeguarding Partnership](#)
- Learning From Serious Case Reviews [Learning from Practice \(Children\) - Manchester Safeguarding Partnership](#)
- Sexual Harassment [Child-on-Child Sexual Abuse and Harassment - Manchester Safeguarding Partnership](#)
- Help & Support Manchester Website [Help & Support Manchester](#)
- Early Help Strategy, [Early Help Strategy | Early Help Strategy | Manchester City Council](#)
- MThrive [M-Thrive | Home](#)

## D. Links to Other Relevant School Policies and Procedures

- Anti-bullying
- Administration of Medicines
- Allegations of Abuse Against Staff Statement of Procedure
- Attendance Policy
- Behaviour Policy
- Child on Child Abuse Policy
- Code of Conduct (for staff)
- Drugs and Alcohol Policy
- Equal Opportunities
- E-Safety Policy
- Extended Schools Activities
- Health and Safety
- Intimate Care Policy
- Physical Interventions/Restraint
- Relationship and Sex Education Policy
- Searching, Screening and Confiscation Policy
- Special Educational Needs Policy
- Suspension and exclusions policy
- Supporting Pupils with Medical Needs Policy
- Letting to external organisations
- Visit and Journeys Policy
- Looked After Children
- Whistleblowing Policy
- External visitors/speakers

## E. Links to Other Relevant MCC Education Department Policies/Guidance

These can be found on Manchester LA Schools Hub

- Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Attendance Guidance
- CME Guidance
- Inclusion Strategy
- Anxiety Based School Avoidance Guidance
- Weapon Carrying in Schools and Colleges Guidance
- Elective Home Education Policy
- Alternative Provision guidance and approved provider list

## **F. Further information – KCSiE 2024 Annex B**

**Annex B** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this Annex.

### **Table of contents**

- Child abduction and community safety incidents p149
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) p149
- County lines p150
- Children and the court system p151
- Children missing from education p152
- Children with family members in prison p152
- Cybercrime p152
- Domestic abuse p153
- Homelessness p155
- Mental health p155
- Modern Slavery and the National Referral Mechanism p156
- Preventing radicalisation p156
- The Prevent duty p157
- Channel p157
- Sexual violence and sexual harassment between children in schools and colleges p159
- Serious Violence p159
- So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage) p160
- FGM p161
- FGM mandatory reporting duty for teachers p161
- Forced marriage p162
- See KCSiE 2024 p149-161 for definitions and further information about the above

**Additional advice and support KCSiE 2024 P163-169**