KINGSWAY COMMUNITY TRUST

SAFEGUARDING POLICY

September 2024

Safeguarding Policy
Date: September 2024
Review date: Autumn 2025

The Executive Headteacher who has the ultimate responsibility for safeguarding is Lisa Vyas In their absence, the authorised member of staff is: Helen Chase – Head of School, Cringle Brook Primary Jeff Harriott – Head of School, Green End Primary Ian Caldwell – Head of School, Ladybarn Primary	
KEY SCHOOL STAFF & ROLES	

Name	Role	Location and/or Contact Phone Number
Helen Chase/DHT	DSL	Cringle Brook Primary
Ian Caldwell/DHT	DSL	Ladybarn Primary
Jeff Harriott/Chris Shaw	DSL	Green End Primary

NAMED TRUSTEE * for Safeguarding & Prevent	Contact Phone Number/Email
Ariana Yakas	*a.yakas@kingswaycommunitytrust.co.uk*
NAMED TRUSTEE FOR Whistleblowing	
Kevin Moran	*k.moran@kingswaycommunitytrust.co.uk*

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

Date	Issue	Date Approved by Trustees	Review date
Oct 2021	Version 1 - October 2021	18.10.21	Autumn 2022
Sept 2022	Version 2 – September 2022	17.10.22	Autumn 2023
Sept 2023	Version 3 – September 2023	12.9.23	Autumn 2024
Sept 24	Version 4 – September 2024		Autumn 2025

Summary of Urgent Procedures

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

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

Staff should not assume a colleague, or another professional will act and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan)

Any concerns need to be reported on CPOMs and in more serious cases reported directly to the: DSL, Executive Headteacher or the Head of School.

Alternatively contact the Local Authority:
-    Manchester LADO Officer: 0161 234 1214

Other helpful numbers:
-    Early Help Hubs: Central 0161 234 1975, South 0161 234 1977
-    Social Care Advice & Guidance Service: 0161 234 5001
-    Complex Safeguarding Hub Advice Line: 0161 226 4196
-    MCC Safeguarding in Education Team: 0161 245 7171

Whistleblowing

Our procedures for whistleblowing are detailed fully in the Trust Whistleblowing policy.

Contact: Manchester Safeguarding Hub directly or if your concern is about how a case is being dealt with contact: NSPCC Whistleblowing Helpline: 0800 028 0285.

CONTENTS:-

APPENDICES

Part 1 & Annex A of 'Keeping Children Safe in Education (KCSIE), September 2024 - statutory guidance to be read by staff

Click here for KCSIE September 2024

To support decisions about reading either document, the following guidance has been suggested

- **All Trust staff** should read & understand their responsibilities as described in part 1 and Annex A

- **All staff with direct contact** with children should read annex B and should also have read 'Sexual Violence & Sexual Harm between children in schools & colleges' (DfE May 2018)

- **HTs and DSLs** should read the whole thing (DSLs should ensure annex C is included in their job description)

- HTs / SLT/ Designated staff and behaviour leads should read part 5

- **Governors/ Trustees should** read part 1 of KCSIE (summarized in Annex A) as a minimum, but be aware of the responsibility for compliance in Parts 3,4,5

- **Designated Trustee** should read the whole of the guidance

- Anyone involved in **recruitment and / or SCR** (including recruiters / managers of volunteers should read part 3 + annex F

- Anyone in classroom-**based roles**, such as **ICT or network staff** should read annex D

The guidance should be read alongside

- Statutory guidance 'Working Together to Safeguard Children'

- Departmental advice 'What to do if you're worried a child is being abused: advice for practitioners'

1.   INTRODUCTION

Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure, and valued and know they will be listened to and taken seriously.
This policy has been developed to ensure that all adults in our school, including regular staff, supply staff, volunteers, visitors and contractors are working together to safeguard and promote the welfare of children and young people and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

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

Refer to KCSIE Part 1, Part 5 & Annex B for definitions and further information about: -

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect
- Channel
- Child Abduction and Community Safety Incidents
- Child Criminal Exploitation
- Child Sexual Exploitation
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images (, P105)
- Children and the Court System
- Children Missing from Education
- Children with Family Members in Prison

- County Lines
- Cybercrime
- Domestic Abuse
- Early Help
- Elective Home Education
- Homelessness
- Human Rights Act, Equality Act 2010 and Public Sector Equality Duty
- Looked After Children and children open to or who have been open to a Social worker
- Mental Health
- Modern Slavery and the National Referral Mechanism
- Online Safety, including Education at Home
- Prevent Duty
- Preventing Radicalisation
- Serious Violence
- Sexual Violence and Sexual Harassment between children in schools and colleges
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing

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 Equality Policy and it is an integral part of all of our activities and functions.

Kingsway Community Trust ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at heart.'

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

- Providing help and support to meet the needs of the children as soon as problems emerge
- Protecting children from maltreatment and exploitation, whether that is within or outside the home including online
- Preventing impairment of children's mental health or physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.'
(KCSIE, 1.3)

Kingsway Community Trust 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 schools are committed to the principles outlined in 'Working Together to Safeguard Children 2023' and implement policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.

1.1 Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children December 2023' and 'Keeping Children Safe in Education September 2024' Our policy ensures that we comply with our Statutory Duties (Appendices A & B)

1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority, the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children's Services and Community Safety (MCC).

1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and act to address them and that we comply with local policies,

procedures and arrangements (Appendix E)

1.4   Our policy complements and supports other relevant school policies (Appendix D*).*

1.5   Our policy is regularly reviewed and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1   Our Trust Board

Our Trust Board have a strategic leadership responsibility for our school 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 our schools are effective and comply with the law at all times.

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

The Trust Board will ensure that: -

- All members of the Trust Board have read Part 1 of the most recent publication of Keeping Children Safe in Education 2024 as as minimum

- All Trustees/Governors have received appropriate safeguarding and child protection training to enable them to provide strategic challenges and ensure themselves that there is a robust, whole school approach to safeguarding. This training will be regularly updated.

- A named member is identified as the designated Trustee for Safeguarding and receives appropriate training. The designated safeguarding lead Trustee should take lead responsibility for monitoring safeguarding and child protection (including on-line safety and understanding the filtering and monitoring systems and processes in place) and reporting back to the Trust Board.

- Trustees facilitate a whole school approach to safeguarding and that all systems, processes and policies operate within the best interests of the child at heart

- Where there is a safeguarding concern, they and the school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide

- The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously and knowing they can safety express their views and give feedback

- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

- The Trust has an effective Child Protection Policy

- The schools have a Promoting Positive Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.

- Child protection files are maintained as required

- More than one emergency number is held on file for each pupil/student

- The identified Trustee will provide the Trust Board with appropriate information about safeguarding and will liaise with the designated member of staff. This is done through an annual meeting and report.

- Our safeguarding policy is reviewed annually and our staff Code of Conduct Policy is reviewed annually. Staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance.

- In accordance with the Trust Safer Recruitment policy, recruitment and selection practices include obtaining 2 suitable references and enhanced DBS for each member of staff, Governor, Trustee and volunteer. Leadership staff, governors, trustees also have a section 128 check. Overseas checks are also done where relevant.

- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors and these are in line with KCSIE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.

- All staff, volunteers and contractors who have regular contact with children and young people receive appropriate training and information about the safeguarding processes. Staff complete annual training.

- Staff who are carrying out both regulated activities and other roles commissioned from external agencies/organsations have been DBS checked. Their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding appropriate to roles and we are compliant with legislation relevant to our setting.

- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. The schools complete the local authority audit.

- Our Trustees/Governors regularly review the effectiveness of digital safeguarding arrangements including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents. This is checked by the Lead Trustee for Safeguarding during scheduled school visits.

2.2   OUR EXECUTIVE HEADTEACHER

Our Executive Headteacher will ensure that the policies and procedures, adopted by the Trust Board, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.

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

- Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated 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 2.112)

- 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, 2.113)

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

- The policies and procedures adopted by the Trust Board to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.

- All staff including supply teachers, volunteers and contractors understand and comply with our Code of Conduct.

- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested.

- We share the Safeguarding Self Evaluation and Action Plan with Trustees/Governors at least annually.

- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.

- A senior member of staff, known as the DSL, is appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.

- Parents/carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus..

- The Safeguarding and Child Protection policy is available on our website and is included on the staff shared Google drive and volunteers' handbook.

- Child friendly information of how to raise a concern/make a disclosure is displayed across school in classrooms and in shared areas. We have a clear motto about calling out unkind behaviour as a thread through the PSHE curriculum. Regular pupil voice and reminders in assemblies ensure children know who they can talk to if they have a worry.

- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns. Outside of school hours & during school holidays- where a DSL is not available the DSL/ SSLT should contact the local authority safeguarding team for advice/ representation

- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice regarding the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively.

- We have systems in place to ensure any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting

- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.

- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. See visitors policy.

● There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

2.3 **OUR DESIGNATED SAFEGUARDING LEAD (DSL)**

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

The DSL will always be available during school hours and provide out of hours or out of term cover arrangements as agreed with Senior Leadership. If the case of absence of both Head of School and Executive Headteacher the local authority is informed and then they make the necessary arrangements for cover

The DSL, together with team as applicable will (please see Appendix C for full breakdown)

● Manage referrals

● Work with others

   o Act as a source of support, advice and expertise for all staff

   o Act as a point of contact with safeguarding partner

   o Liaise with the EHT to inform them of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance – PACE Code C 2019.

   o As required, liaise with the 'case manager' (as per part 4) and the local authority designated officer(s) (LADO) for children protection concerns in cases which concern a staff member

   o Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and SENDCos on matters of safeguarding and welfare (including on line and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

   o Liase with the senior mental health lead where safeguarding concerns are linked to mental health

   o Work with the EHT and relevan strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

   o This includes:-

      ▪ ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and

      ▪ supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

- Share information and manage the child protection file

- Raise awareness

- Undertake training, increase knowledge and skills

- Provide support for staff

- Understand the views of children

- Hold and share information

- In addition, to be able to respond to the specific needs of children, the DSL will

   o Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice. Relevant courses and updates are attended. There is access to a play therapist for supervision regularly.

   o Specify the roles and responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENDCO, Attendance Lead, Designated Person for Looked After Children, Mental Health Lead

   o Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child

2.4   ALL STAFF

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

All staff will:-

- Follow our agreed Code of Conduct and Staff A to Z handbook

- 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, Exploitation, Complex Safeguarding concerns and key LA approaches including Early Help and ensuring that the voices of children and listened to and taken account of.

- Attend training sessions/briefings as required to ensure that they follow relevant policies eg Behaviour Management Policy/Physical Restraint

- All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training should be regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

- 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 disclosures.

- Provide a safe environment where children can learn. The Trust philosophy is around relationships, children are aware of safe adults who they can report concerns/abuse to. This is also indicated through posters around school including their classroom. Children know their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

- 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

- 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 them

- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role

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

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

Anti-poverty
We are always mindful of the significant impact of poverty on children and families. We ensure that staff

- Are non-judgmental about a family financial circumstance

- Bear this in mind when arranging any school activities with cost implications.

- Understand the impact this may have on a parents' mental and physical well being

- Are available and approachable for parents and children

3.   TRAINING AND AWARENESS RAISING

3.1   In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including digital safeguarding which, amongst other things includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and be made aware of the systems within the school/college which support safeguarding eg, the Promoting Positive Behaviour Policy. This is done through the Intranet training page and induction.

3.2   All staff must ensure that they have read and understood Keeping Children Safe in Education: Part One/Annex A and/or Annex B. This is done through annual training at the start of each academic year and as and when for new staff joining the Trust. Through training, part 1 is shared and staff sign a form to acknowledge they have read and understood the guidance.

3.3   All staff will receive regular child protection training at least every 2 years, including on line safety and 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. Training is done at the start of each year and then available through the staff intranet training page. It is updated on an annual basis to reflect current practice and procedures as well as any updates, particularly KCSIE.

3.4   All staff members will receive training and updates (for example via email, e-bulletins, staff meetings and information posted around school) around digital safeguarding in their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children affectively.

3.5   By training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy

3.6   All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years or Safer Recruitment Refresher training if the former has already been undertaken

3.7   All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people and this is included in our training programme.

4.   SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1   **PUPIL VOICE**

Children are encouraged to contribute to the development of policies and share their views.

Pupil voice contributes to the policy in that data is collected about if they feel safe, do they know who to go to as well as use of circle time and PSHE to discuss children's current worries or fears. Through the PSHE curriculum, issues are explored that include: gender equality, consent, drug use, e-safety, anti-bullying and race issues.

Relationships form the basis of all good practice; therefore, children know who the trusted, safe adults are.

POOR ATTENDANCE

4.2.1   We view poor attendance (including missing individual lessons as well as being absent or late at registration) as a safeguarding issue and in accordance with our School 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 act to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care. Please see the Trust School Attendance policy for more details.

4.2.1   Our School Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.

4.2.2   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 the Trust's School Attendance policy.

4.2.3   We will follow the [Emotionally Based School Avoidance guidance](#) (MCC, updated version May 2024) to assist with strategies for supporting children and young people experiencing anxiety to return to school.

4.2.4   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 review).

4.3   ALTERNATIVE PROVISION (AP)

4.3.1   We will only place children in AP which is a registered provider and has been quality assured e.g. is on the MCC approved provider list or has been judged by Ofsted to be Good or better. When the Trust places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil

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

4.4   EXCLUSIONS

4.3.1   We comply with statutory regulations and with the LA Inclusion Policy (November 2019-July 2022).

4.3.2   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.

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

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

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

4.5   VULNERABLE GROUPS

4.5.1   We ensure that all key staff work together to safeguard vulnerable children eg inclusion meetings, CPOMS, etc. 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.

4.5.2   Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:
   ● Is disabled or has certain health conditions and has specific needs
   ● Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
   ● Has a mental health need
   ● Is a young carer
   ● Is showing signs of being drawn in to anti-social or criminal behavior, including urban street group 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
- Risk due to financial barriers including poverty and mis management of finances

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
- Has the potential for adultification

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

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

4.5.4 Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. (KCSIE, Part 2, p46)

4.5.5 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.

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

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

4.6 CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT (KCSiE Part 5)

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

The procedures and approach to peer on peer/ child on child abuse are summarised below

- There are procedures to minimize the risk of child on child abuse

- There are systems in place to ensure that children understand 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

- 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

- How allegations of child on child abuse will be recorded, investigated and dealt with

- There is recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported

- There is a clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.
- There is 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

- Staff are aware of the different forms child on child abuse can take (See Appendix A)

- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE

4.7 ELECTIVE HOME EDUCATION

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

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

4.7.3 If a parent/carer informs us of their intention to remove their child/ren from school, we will, ideally, co-ordinate a meeting between ourselves, Manchester Elective Home Education Team and other key professionals to ensure the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, before the final decision is made.

4.7.4 We will inform Manchester LA of all deletions from the admission register when a child is taken off-role and we understand that a child may be removed from roll as soon as the parent has informed us of their decision.

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

4.8.1 COMMUNITY SAFETY

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

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

4.8.3 **Child abduction and community safety incidents**

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. Curriculum basis for this is PSHE.

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

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

5.1   KEEPING RECORDS

Our main form of record keeping is CPOMs and Arbor, kept in accordance with the Trust retention policy.

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

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

5.1.3   We keep our safeguarding records secure.

5.1.4   We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as possible. We keep a copy of the file in accordance with our Records Policy and statutory and LA Guidance

5.2   RECORDING AND REPORTING CONCERNS

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

● Speak to the DSL or the person who acts in their absence
● Agree with this person what action should be taken, by whom and when it will be reviewed
● Record all concerns, discussions and decisions made including the rationale for those decisions using our safeguarding recording system (CPOMs) These recordings should include instances where referrals were or were not made to another agency such as LA Children's Social Care or the Prevent programme etc.

Actions where there are concerns about a child
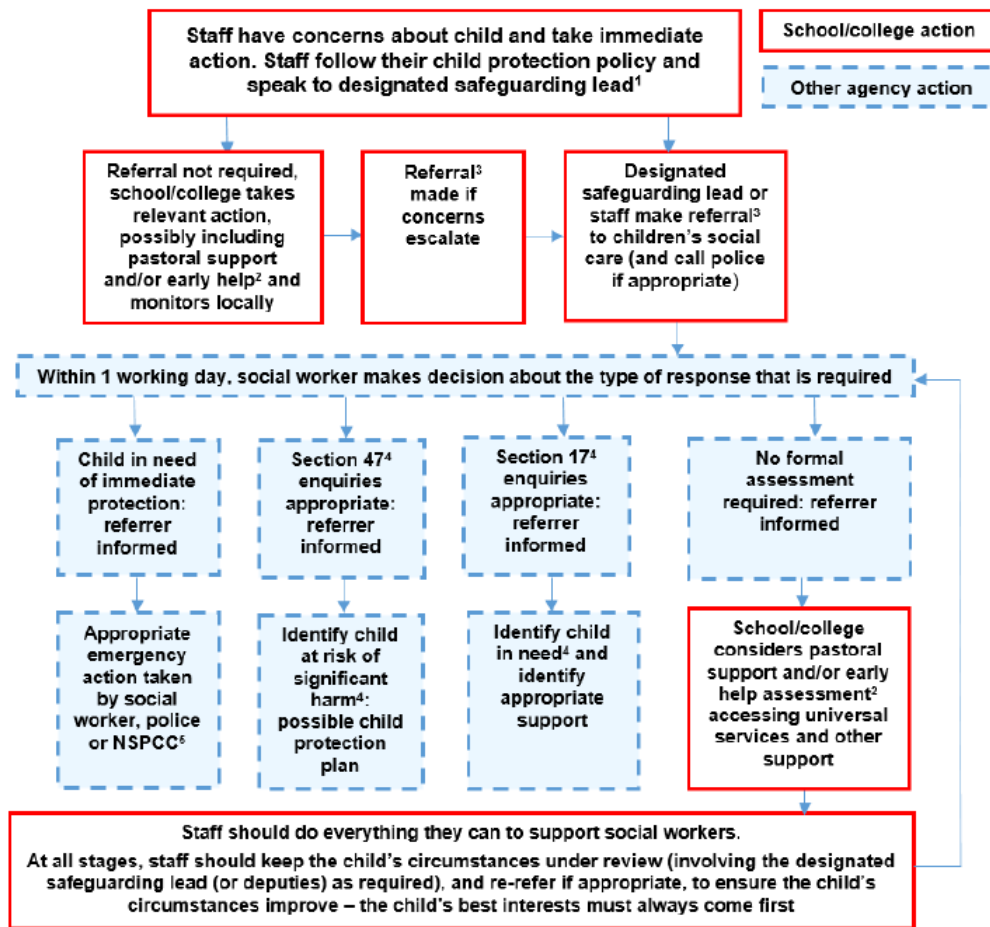
5.3   WORKING WITH PARENTS/CARERS

5.3.1   Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.

5.3.2   In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.

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

5.3.4   We will inform, and gain consent from parents/carers if possible, if a referral is to be made to Children's Social Care or any other agency unless it is believed that by doing so would put the child at risk eg in cases of suspected sexual abuse. We will record the reasons if consent is not gained.

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

5.4   MULTI-AGENCY WORKING

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

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

5.4.3   We will notify the named Social Worker if:

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

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

5.5   CONFIDENTIALITY & INFORMATION SHARING

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

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

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

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

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

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

5.6.1   A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.

5.6.2   We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. In the school holidays, a local authority representative will be informed and nominated to represent the school(s).

5.6.3   Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.

5.6.4   Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.

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

5.6.6   All relevant staff will be confident in using the tools which are part Social Care's refreshed approach.

5.7   CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

5.7.1   Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

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

5.7.3   We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.

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

5.8   LEARNING FROM SERIOUS CASES

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

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

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

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

6. THE CURRICULUM

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

6.1   All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

6.2.   This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenge and to make informed choices in later life.

6.3   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.

6.4 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.

6.5 All children know that there are adults in our school/setting/college 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. Posters are displayed around school showing the safeguarding team for children.

6.6 Pupil voice and behaviours contribute to the development of policies, where appropriate.

6.7 Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children

6.8 We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life

6.9 We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence or harassment.

7.   DIGITAL SAFEGUARDING

7.1 Digital safeguarding is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school approach empowers us to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The purpose of Internet use in our school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.

7.2 We consider the 4C areas of risk to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.

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

7.4 No child is to bring a personal mobile phone into school unless by prior arrangement and they are kept in the school office during school hours.

7.5 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. This is done using Securly Web Filtering system which flags up inappropriate web content on all Trust devices both in school and off site. The effectiveness of these filters will be reviewed regularly.

7.6 We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness. Staff have cyber security training on induction, and refresher training every 2 years. A cyber security response plan is in place for the Trust.

7.7 We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children.

7.8   We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. Refer to the Trust Staff IT Acceptable Use Policy, which is signed by all members of staff.

7.9   We will complete online safety audits as appropriate to our needs and know where to access recommended models. The LA safeguarding audit covers digital safeguarding.

7.10   We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.

7.11   We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. Workshops for parents are held annually and relevant information is shared with parents and pupils. Each school website has a web page dedicated to online safety.

7.12   We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. Refer to the Trust Remote Learning Policy.

7.13   As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face.

8. SAFER RECRUITMENT & SELECTION OF STAFF

8.1   Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE and the LA model policy for Safer Recruitment

8.2   Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school/college. These measures are outlined below and expanded in our policies

- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.

- Our job adverts will include safeguarding requirements and the Trusts commitment to safeguarding and promoting to welfare of children

- Our job adverts/application form 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 includes 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

- We will investigate at interview if any concerns have come to light about the candidate that may appear through DBS check, references or online checks

- 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 the self declaration 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, and we will not keep copies of DBS certificates, either electronically or in paper files

- We understand and acknowledge to processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate

- We understand the check which need to be made for individuals who have lived or worked outside the UK

- We adhere to duties which must be performed in relation to agency and third party staff, contractors, trainees or student teachers, visitors and volunteers

- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos

8.3   The Executive Headteacher and Trust Board will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including checks as appropriate.

- When a school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect providers to meet the guidance in Keeping Children Safe in Out of School Settings (KCSIE Part 2, 169)

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

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

8.6   Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.

8.7   We will not routinely keep copies of DBS certificates either electronically or in paper files, but if we have good reason to do so, these will not be kept for longer than six months.

8.8   Risk assessments are carried out on all volunteer activities as required.

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

9.1   We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly.

9.2   We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated.

9.3   The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardizing any future police investigation.

9.4   We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'.

9.5   The harms threshold indicates a person would pose a risk of harm if they have-
●   Behaved in a way that has harmed a child or may have harmed a child
●   Possibly committed a criminal offence against or related to a child
●   Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
●   Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behavior that may have happened outside school/college, known as transferable risk)

9.6   Our Allegations Against Staff Policy details the processes and responses to reporting harm threshold cases and also managing their conclusion.

9.7   Concerns that do not meet the harm threshold may include-
●   Suspicions or nagging doubts about a member of staff
●   Complaints
●   Disclosures made by child, parent/carer or another adult within or outside of school/college
●   Inappropriate conduct outside of work
●   Those raised during recruitment and vetting processes

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

9.9   Although low level concerns do not meet the harm threshold they are not insignificant.

9.10   Low level concerns are reported to the Executive Headteacher and may also be self-referred (KCSIE further clarity on processes 430-436)

9.11   Our Allegations Against Staff Policy details the processes and conclusion of low level concerns and guidance about including information in references.

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

9.13   We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. All staff are required to read the Trust Whistleblowing policy and to sign a form to acknowledge they have read, understood and will adhere to the policy.

9.14   Historic allegations will be referred to the police.

10. SAFETY ON & OFF SITE

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

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

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

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

10.5   We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contacts between school/college and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.

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

10.7   When the school/college is let, if services or activities are 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.

10.8   When the school/college is let and services or activities are provided by another body, the school/ governing body or proprietor should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school on these matters where appropriate.

10.9   Should we receive an allegation relating to an incident that happened when an individual or organization were using our premises for the purposes of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO (if it meets the harm threshold).

10.10   Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school/college premises – failure to comply with this will lead to termination of the agreement.

10.11   We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. See Trust Visitors to Site Policy.

10.12   We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.

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

10.14   For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy of the High

Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.

10.15   We have a Health & Safety policy. Procedures are in place for contacting parents and for reporting to the emergency services, including police and hospitals when necessary.

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

11.   Complex Safeguarding

Serious violence

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

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

Child Criminal Exploitation and Child Sexual Exploitation

11.3   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.

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

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

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

11.7   We will ask for help, support or recommendations with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term

11.8   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.

Appendix A - Legislation, Statutory Guidance & Ofsted Framework

- **Definitions of Abuse, Neglect and Exploitation from 'Working Together to Safeguard Children' (updated December 2023)**

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 act 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 assault by penetrative (e.g. rapeor oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.. 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 or grooming a child in preparation for abue. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not soley perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.

Exploitation

Exploitation reminds us that abuse might not just occur in the home, but it may also occur outside of the home environment, even on line. Exploitation can include instances where a child or young person may be groomed to become involved in a sexual or criminal activity.

Once a child is born, neglect may involve a parent or carer failing to:

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

- **'Keeping Children Safe in Education', Part 1, to be read by all staff & volunteers and Annexe A by all staff working with children**

References to the following:-

- Keeping Children Safe in Education', in full - latest update, currently September 2024
- Ofsted Section 5 Inspection Framework for Schools
- Inspecting Safeguarding in Early Years, Schools & Skills Settings'
- 'Working Together to Safeguard Children'
- Prevent Duty, Section 26 Counter Terrorism & Security Act
- FGM Duty, Multi-agency Statutory Guidance on FGM July 2020, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools
- DFE Children Missing Education, Stat Guidance
- DFE Designated Teacher for LAC Guidance
- DFE Supervision of Regulated Activity
- Disqualification under the Childcare Act 2006, update 31st August 2018
- Alternative Provision, Stat guidance
- Teachers' Standards
- Governors' Handbook
- 'Listening to & involving children & young people', stat guidance
- Health & Safety Legislation

Appendix B -Non-statutory Guidance

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

Appendix C

The DSL, together with team as applicable will:

- Manage referrals

  - Of suspected abuse, exploitation and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care

  - To the Channel programme where there is radicalization concern as required and support staff who make referrals to the Channel programme

  - Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring service as required

  - Where a crime may have been committed to the police as required. NPCC – when to call the police should help understand when to consider calling the policy and what to expect when working with the police

- Work with others

  - Act as a source of support, advice and expertise for all staff

  - Act as a point of contact with safeguarding partner

  - Liaise with the EHT to inform them of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance – PACE Code C 2019.

  - As required, liaise with the 'case manager' (as per part 4) and the local authority designated officer(s) (LADO) for children protection concerns in cases which concern a staff member

  - Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and SENDCos on matters of safeguarding and welfare (including on line and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

  - Liase with the senior mental health lead where safeguarding concerns are linked to mental health

  - Work with the EHT and relevan strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

  - This includes:-

    - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and

    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

- Share information and manage the child protection file

    o Files will be kept up to date, confidential and stored securely on the CPOMS system

    o Files will only be accessed by those who need to see them and if content needs to be shared, we will follow the appropriate information sharing advice

    o Files will be transferred to a new school or college as soon as possible and within the first five days of the start of a new term

    o For in-year transfers, files will be shared with new school/college within 5 days

    o Confirmation of receipt from the new school/college should be obtained

    o Where we receive files for a new starter, key staff will be made aware as required.

    o Where appropriate, files may be shared with a new school or college in advance of the child leaving to enable the right safeguarding support to be put in place

- Raise awareness

    o Ensure each member of staff has access to, and understands, the Trust's child protection policy and procedures, especially new and part-time staff

    o Ensure the Trust's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Trust Board regarding this

    o Ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this

    o Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

    o Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

- Undertake training, increase knowledge and skills

    o Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

    o Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

    o Understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children

    o Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes

- o 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.

- o Understand the importance of information sharing, both within the school/college, and with the safeguarding partners, other agencies, organisations and practitioners

- o Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization

- o 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/college

- o 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

- o Obtain access to resources and attend any relevant or refresher training courses

- o Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school/college may put in place to protect them

- o 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

- ● Provide support for staff

  - o Ensure that staff are supported during the referrals processes

  - o Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

- ● Understand the views of children

  - o Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the Trust may put in place to protect them

  - o Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

- ● Hold and share information

  - o 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

  - o Understand relevant data protection legislation and regulations, especially the data protection act 2018 and the UK general data protection regulation (UK GDPR)

  - o 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.

- ● In addition, to be able to respond to the specific needs of children in Manchester, the DSL will

- o Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice. Relevant courses and updates are attended. There is access to a play therapist for supervision regularly.

- o Specify the roles and responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENDCO, Attendance Lead, Designated Person for Looked After Children, Mental Health Lead

- o Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child

Appendix D - MCC, MSP & GM Policies, Procedures & Guidance

References to:-

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

Help & Support Manchester Website:-
- Early Help Strategy, Guidance, Assessments & Referrals
- Signs of Safety Strategy, Guidance & Resources

National Police Chiefs' Guidance

Appendix E - References to Other Relevant School Procedures/Guidance

- Health and Safety
- Guidance in the event of Pandemic and requirement to home school
- Sex and Relationships Education
- Equality Policy
- E-Safety
- Promoting Positive Behaviour
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- External visitors/speakers

Appendix F - References to Other Relevant Education Department Policies/Guidance

Schools Hub
- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- Attendance Guidance
- CME Guidance

- Inclusion Strategy

- Equalities Act 2010
- UKIS Governors' Guidance for Online Safety

F. Abbreviations

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

G. Gender Questioning

This section will be completed once the outcomes of the gender questioning children guidance consultation, and final gender questioning guidance documents are published.