



Safeguarding Policy

Review Period	<i>Annually</i>
Date approved	

The Head Teacher who has the ultimate responsibility for safeguarding is:

- Castlefield Campus – Sean Noble
- Meade Hill School – Anna Mullan
- Southern Cross School – Kate Burke

In their absence, the authorised member of staff is:

- Castlefield Campus – Jacqueline Williams
- Meade Hill School – Johanna De Leeuw Van Weenen
- Southern Cross School – Alan Parish

Contact numbers:

- Castlefield Campus – 0161 989 3009
- Meade Hill School – 0161 696 0764
- Southern Cross School – 0161 881 2695

KEY SCHOOL STAFF & ROLES

Name	Role	Location and/or Contact Phone Number
Ceri Brown	<i>DSL & PET South Lead</i>	<i>Southern Cross</i>
Louise Thomson	<i>Deputy Head and DSL</i>	<i>Southern Cross</i>
Dean Branford	<i>ARC Lead & DSL</i>	<i>Southern Cross</i>
Adam Donnelly	<i>Senior Lead – Pupil Welfare and Lead DSL</i>	<i>Southern Cross</i>
Helen Fitzgerald	<i>Teaching Assistant and DSL</i>	<i>Southern Cross</i>
Jennifer Rhule	<i>Senior Lead – Pupil Welfare and Lead DSL</i>	<i>Southern Cross</i>
Yorick Williams	<i>Senior Lead – Support for Learning & DSL</i>	<i>Southern Cross</i>
Lauren Murray	<i>Assistant Head Teacher & DSL</i>	<i>Southern Cross</i>
Neil Oldham	<i>Assistant Head Teacher & DSL</i>	<i>Southern Cross</i>
Alan Parrish	<i>Deputy Head and DSL</i>	<i>Southern Cross</i>
Jacque Williams	Deputy Head and DSL	Castlefield Campus
Clare Pearson	Deputy Head and DSL KS3	Castlefield Campus
Dave Credgington	Senior Lead - Pupil Welfare and Lead DSL KS4	Castlefield Campus
Paul Armstrong	Senior Lead - Pupil Welfare and Lead DSL KS3	Castlefield Campus

Kerril Casey	Assistant Head Teacher (KS3)	Castlefield Campus
Sinead Moxhamn	Assistant Head Teacher Sinead (KS4)	Castlefield Campus
Gemma Donnelly	Assistant Head and DSL KS4	Castlefield Campus
Stacey Graham	<i>Personalised Education Manager and DSL</i>	<i>Castlefield Campus</i>
Nadine Lundie	<i>Personalised Education Key Worker and DSL</i>	<i>Castlefield Campus</i>
Karen West	<i>Personalised Education Key Worker and DSL</i>	<i>Castlefield Campus</i>
Gabrielle Dewhurst	<i>Personalised Education Key Worker and DSL</i>	<i>Castlefield Campus</i>
Leanne Murphy	<i>Senior Lead – Pupil Welfare and Lead DSL</i>	<i>Meade Hill School</i>
Johanna De Leeuw Van Weenen	<i>Deputy Head and DSL</i>	<i>Meade Hill School</i>
Vacancy	<i>SENCO</i>	<i>Meade Hill School</i>

We have Safeguarding Champions covering a number of areas. The role of the Champion is to keep up to date with training and be the go to person for advice when needed.

Domestic Violence	Ceri Brown (CC)
CSE	Stacey Graham (CC)
Honour Based Violence	Helen Fitzgerald (SX)
Neglect	Jennifer Rhule (SX)
Youth violence and knife crime	Helen Fitzgerald (SX), Dean Branford (SX)
E-safety	David Morrison (MH)
Criminal exploitation and county lines	Adam Donnelly (SX)
Child on child sexual harassment	Christina Bejar-Arrabal (CC)

NAMED GOVERNOR * for Safeguarding & Prevent	Contact Phone Number/Email
Steve Carroll	

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

This school recognises that every member of its staff has a key role in prevention of harm, early identification, intervention and support for pupils at risk of significant harm and will endeavour to provide an environment where children are valued and know that their concerns will be taken seriously. Where young people are safe, feel safe and so are able to achieve success together.

If you have any concerns about the welfare of any of our pupils then you should report it immediately to a designated senior person or alternatively a member of senior management.

Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 234 5001**,
Early Help Hubs: North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977**
National Society for the Prevention of Cruelty to Children (NSPCC): **0808 800 5000**
Local Authority (LA) Safeguarding in Education Team: **0161 245 7171**

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;

- The Head Teacher should be informed immediately and they will carry out a preliminary investigation. If the complaint is about the Head of Centre then contact the Executive Headteacher
- Statements will be taken
- The parents/carers will be informed and informed of the process to be followed
- The Head Teacher may take advice from the LADO
- If the evidence suggests the case is not substantiated this will be discussed with the parents and the reasoning behind action discussed
- If it is felt that the accusation could have some substance then the Executive Head Teacher and LADO will be informed and the LADO and school disciplinary process will be invoked
- In the case of vulnerable children the LADO and possibly Social Worker will always be informed
- If the allegation is about the Executive Head Teacher then you should inform the LADO

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

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

- Employees should raise their concerns with their immediate line manager if possible. However, the most appropriate person to contact to report a concern will depend on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice.
- Where the individual believes that their manager is involved in the matter of concern, they should then contact the HT (or the Executive Head Teacher if the concern raised is related to the HT).
- Wherever possible, concerns should be expressed in writing, setting out the background and history of the concern, giving names, dates and places where possible, and the reason why the member of staff is particularly concerned about the situation.
- If a member of staff does not feel able to put the concern in writing initially, he or she should be allowed to telephone or meet the appropriate person who will make a note of the concerns.
- The member of staff will need to demonstrate to the person contacted that there are sufficient grounds for concern to enable the matter to be taken forward.

You could also use an advice line such as, NSPCC Whistleblowing Helpline: 0800 028 0285



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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 are working together to safeguard and promote the welfare of children 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 and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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 2021, Part 1, p 6)

See Appendix A, Part 1 of KCSIE, for definitions of Significant Harm, Physical Abuse, Emotional Abuse and Neglect from and further information about Complex Safeguarding Issues including Child Sexual Exploitation, Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime, County Lines in the full statutory guidance.

Safeguarding and promoting the welfare of children 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.

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

protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.’ (KCSIE draft update, p 6, September 2021)

Our Vision and Values

Our vision

Therapeutic Environments; Therapeutic Experts; Positive Outcomes

- **Environment:** A therapeutic, harmonious environment which promotes feelings of safety and security, to allow our pupils to explore, enjoy learning, and reach their full potential. Building a sense of community around the child.
- **Experts:** A leading therapeutic provision which is high quality and expert in recognising and meeting the needs of ALL of the pupils, with outstanding teaching and engaging learning
- **Outcomes:** Achieving positive outcomes for ALL our pupils, including emotional wellbeing and self-belief, creating successful, happy, healthy individuals. Developing skills that enable their ability to sustain employment and build security in their lives.

Our values

Positivity:

We engage children in learning to allow for all pupils to have a positive experience of education.

We recognise pupils' progress daily. All of our pupils achieve and this is rewarded and celebrated.

We promote positive relationships between parents/carers, pupils and staff.

Mutual respect and tolerance are central to our ethos.

Understanding:

We use a nurturing approach to meet pupils' individual needs.

We have a good understanding of our learners and when they need support.

We want the best outcomes for our children and share their parents'/carers' hopes and aspirations.

Individuality and diversity are celebrated.

Personalised:

We develop tailored programmes relevant to a pupil's individual needs and interests.

We adapt the learning environment and curriculum to allow young people to feel safe, secure and enable them to achieve.

We provide our pupils with a range of strategies to help them to succeed in life.

The child is at the heart of everything we do.

- 1.1 Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education September 2021.' Our policy ensures that we comply with our Statutory Duties (Appendix A)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix B)
- 1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendices C & E)
- 1.4 Our policy complements and supports other relevant school policies (Appendix D).

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 Our Executive Headteacher/Head Teacher 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 volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG SEF proforma to the LA as requested
- A Designated Senior Member of staff, known as the DSL, for child protection is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through each school council and is accessible to all children. This information is prominently displayed throughout each centre.

- 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. Heads of Centre regularly quality assure minutes of meetings.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively. Each centre displays a sign at reception of what to do if you have a safeguarding concern about a young person or concerns about adults or poor practice. Our procedures for dealing with these are described on page 2/3 of this policy.
- Any staff 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.
- 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. We do not let out our facilities to any organisation. Any speakers to the school are invited and checked by the Head of Centre for suitability. All speakers are accompanied by a member of staff. All visitors to the school must be signed in and be given a green lanyard if we have checked their DBS or a red lanyard if they must be accompanied at all times by a member of our staff. Children are taught to report any person with a red lanyard who is not accompanied.

2.2 Our **Governing Body** will ensure that:-

- All policies, procedures and training in our school are effective and comply with the law at all times.
- Named members are identified as the designated governors for Safeguarding and for Prevent and receive appropriate training.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. The safeguarding Governor liaises directly with the Executive Headteacher. They receive copies of all audits that are carried out annually and they make visits to the school sites.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually. The Safeguarding Policy and Code of Conduct are discussed at the first Full Governing Body meeting of every academic year.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. Employment will only commence when all appropriate checks have taken place and this is monitored by the Federation Business Manager for all appointments.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. Every new supply member of staff is asked to sign a short term staff induction which highlights key procedures. If they staff longer than a week then they have a more in depth induction which has to be signed. All permanent members of staff have to sign an annual checklist to say they are aware of all key procedures around safeguarding.

- There is appropriate challenge and QA of the safeguarding policies and procedures. Heads of Centre are asked to carry out weekly checks of CPOMS to ensure that incidents are correctly recorded and suitable actions are being taken. The SLT carry out an annual safeguarding audit and the Governors commission an external specialist to carry out a three yearly safeguarding check.

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

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training at least every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide support and training for staff and volunteers. They will meet with short term supply staff to ensure they are aware of safeguarding arrangements in the school. All permanent staff have to complete online safeguarding training annually. This is monitored by the Executive Head.
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, and follow escalation process if necessary.
 - Professionals, employees, managers, helpers, carers and volunteers in all agencies must make a referral to Children's Social Care if it is believed or suspected that:
 - A child is suffering or is likely to suffer Significant Harm; or
 - A child would be likely to benefit from family support services with the agreement of the person who has Parental Responsibility.
 - When there are concerns about Significant Harm, then the referral must be made immediately. The greater the level of perceived risk, the more urgent the action should be. The suspicion or allegation may be based on information, which comes from different sources. It may arise in the context of the Common Assessment Framework. It may come from a member of the public, the child concerned, another child, a family member or professional staff. It may relate to a single incident or an accumulation of lower level concerns.
 - All referrals to Children's Services should be done through the Designated Safeguarding Lead and/or the Head of Centre on each site. If neither of these are contactable then any member of staff can make a referral. All referrals should be recorded on CPOMs.
 - The Designated Safeguarding Lead is responsible for monitoring everything recorded on CPOMs and ensuring that follow-up action is taken where appropriate.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. Supervision is offered by the Heads of Centre and can be provided externally if it is deemed appropriate.
- 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.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance

- Always be available during school hours during term-time, and at other times as designated by the HOC. Where the school has been made aware of a meeting to be held outside of term time then arrangements will be made to ensure that someone attends. Where this is not possible a written report will be provided.
- Work closely with the school's lead for mental health
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.

At each site the Head of Centre acts as the Attendance Lead and the SENCO is the Designated Lead for 'Our Children' (formerly known as Looked After Children)

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

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSiE 2021 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 and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g. Team Teach training
- Provide a safe environment where children can learn
- 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. Staff should listen to the child and record accurately what they say. They should never investigate the matter but refer it to the DSL.
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individuals and groups of children as required, if appropriate to their role
 - 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

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

3. TRAINING AND AWARENESS RAISING

- 3.1 All new staff and regular volunteers will receive appropriate safeguarding information during induction. All new staff and regular visitors/agency staff have to complete an induction checklist to say they have received a safeguarding briefing and that they are aware of the procedures.
- 3.2 All staff, supply staff and volunteers are alert to the definitions of abuse and indicators (KCSiE 2021 paragraphs 19 to 30), and through access to regular training opportunities and updates. Ensure staff are alert to the various factors that can increase the need for early help (KCSiE 2021 paragraph 18). All staff are expected to sign to say that they have read and understood the contents of KCSiE Part one and Annex A. This happens annually in September.
- 3.3 All Staff, supply staff and volunteers are aware of the safeguarding issues (KCSiE 2021 paragraphs 31 to 52 and Annex B), that can put children at risk of harm.
- 3.4 All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to 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. All staff are expected to complete the Hays online safeguarding course annually in September.
- 3.5 All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively. All staff attend daily debriefs at the end of every day where they will be updated about any safeguarding matters.
- 3.6 All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 year.
- 3.7 All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people

4 - SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. All pupils are encouraged to take part in our annual pupil voice exercise. Each site has a school council where pupils can express their opinions on other matters or where they are specifically consulted about certain matters.

4.2 ATTENDANCE

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

- 4.2.3 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases. This may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.2.4 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

4.3 EXCLUSIONS

- 4.3.1 The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. 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.
- 4.3.2 We will work with the Weapon Carrying in Schools and Colleges guidance to assist in decision making around exclusion and other responses to carrying or using weapons in school.

4.4 VULNERABLE GROUPS

- 4.4.1 We ensure all key staff work together to safeguard vulnerable children. All staff attend daily debriefs at the end of every day where any concerns can be raised or guidance given.
- 4.4.2 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 and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is misusing drugs or alcohol;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
 - is an international new arrival, refugee or asylum seeker
 - 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 looked after, previously looked after or under a special guardianship order.
 - 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

4.4.3 Children with special educational needs (SEN) and disabilities 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, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

4.4.4 Preventing impairment of children's mental and physical health or development is a role all staff need to be pro-active with. Each site has a designated Mental Health First Aider along with the ability to refer young people to access therapeutic intervention. The Federation also a CAMHS link worker, who is able to advise and signpost all young people across the Federation.

4.4.4 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, 169-175)

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

4.4.7. 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 PEER ON PEER/CHILD ON CHILD ABUSE

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

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

- The procedures to minimize the risk of peer on peer abuse
- The systems in place for children to confidently report abuse, knowing their concerns will be taken seriously
- How allegations of peer on peer abuse will be recorded, investigated and dealt with
- Processes as to how victims, perpetrators and any other children affected by peer on peer abuse will be supported

- Recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported
- Our clear zero-tolerance approach to abuse, never passing it off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’.
- Recognition that it is more likely girls will be victims and boys’ perpetrators, but that all peer on peer abuse is unacceptable and will be taken seriously
- The different forms peer on peer abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2021

4.6 COMMUNITY SAFETY

4.6.1 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

4.6.2 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. (Describe lessons which may take place to demonstrate this)

- 4.6.3** 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. (include Guidance in Appendices)

5. CASE MANAGEMENT, RECORD KEEPING & MULTI AGENCY WORKING

5.1 KEEPING RECORDS

All of our safeguarding records are kept on CPOMS. Historical files are kept securely in school until the date that they can be securely disposed of according to retention policy describes in the data audit.

- 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.
- 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 secure the safeguarding records.

5.1.4 We send a pupil's child protection or safeguarding file using CPOMS in accordance with LA Guidance (See Appendix E)

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 the concern using our safeguarding recording system

5.3 INFORMING 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.

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. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).

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

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 notify Children's Social Care 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 of more than two days from school.
- it has been agreed as part of any child protection plan or core group plan.

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, if in the child's best interests, in order to safeguard them.
- 5.5.4 Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews (SCR's) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children (Working Together to Safeguard Children 2018 para 23).KCSiE 2021 paragraphs 105 to 113 has been updated to further clarify about GDPR and withholding information.

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

- 5.6.1 Members of staff who are asked to attend a CP 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.
- 5.6.2 A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.
- 5.6.3 Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. Each site has a dedicated Senior Lead for Pupil Welfare who has the capacity to attend most meetings and conferences. If this is not possible then we have a team of DSLs so that a deputy can attend. Where the school has been made aware of a meeting to be held outside of term time then arrangements will be made to ensure that someone attends. Where this is not possible a written report will be provided.
- 5.6.2 We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/carers. We will use the most up to date proforma.

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.

- 5.7.1 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.
- 5.7.2 We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.
- 5.7.3 All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

5.8 SERIOUS CASE REVIEWS

- 5.8.1 The MSP will always undertake a serious case review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process.

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

6. THE CURRICULUM

We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills. 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 learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 6.3 There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 6.4 Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.
- 6.5 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, CCE, Radicalisation and Extremism, Modern Slavery, Child on Child Abuse County Lines, Female Genital Mutilation, Forced Marriage, breast ironing and Peer on Peer abuse.

- 6.6 As a school/academy/college we will to teach children in an age appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems. This issue will be taught as part of a wider RSHE programme, as RSHE becomes mandatory in all schools from September 2020.

7. E-SAFETY

- 7.1 E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote childrens' achievement, and support the professional work of staff, as well as enhance our management information and business administration.
- 7.2 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 We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- 7.5 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite.
- 7.6 We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 7.7 We work with children and parents to promote good practice in keeping children safe online.
- 7.8 We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information

8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE'.
- 8.2 The Executive Headteacher and governing body will ensure that all external staff and volunteers using our site have been DBS checked.
- 8.3 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.
- 8.4 At least one member of each recruitment panel will have attended safer recruitment training.

- 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 The school maintains a single central record of recruitment checks undertaken.

9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- 9.1 We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers. (See page 2 and 3)
- 9.2 All allegations made against a member of staff and volunteers, including 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.
- 9.3 Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix C)
- 9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. (See page 2 and 3)

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 All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained. Visitors to the school will be asked to wear an appropriately coloured lanyard, Red for DBS unchecked and Green for DBS checked.
- 10.3 All staff are expected to wear their ID badge at all times.
- 10.4 We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school or college.
- 10.5 We do not hire out our facilities.
- 10.6 We will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our Personalised Education Manager (who is also a DSL) will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared. Their attendance will be monitored by us in accordance with the School Register Regulations.
- 10.7 We have a work experience placement procedures in place. We will ensure that any person supervising a child under the age of 16 on a placement has been subject to the appropriate level of DBS check. If the activity undertaken by a child

- 16 years of age or over on work experience gives the opportunity for contact with children, we will consider whether a DBS enhanced check should be requested.
- 10.8 All school trips are fully risk assessed and no child will be taken offsite without parental permission.
- 10.9 We have a Missing from School policy e.g. for contacting parents, and for reporting to the Police.
- 10.10 We will constantly adhere to and implement any guidance offered by the Department for Education with regards to ensuring the safety of staff and pupils at each physical location across the Federation. Risk assessments for each location have been completed and shared with all staff, pupils and parents/carers.

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

Child Criminal Exploitation and Child Sexual Exploitation

- 11.2.1 Children's Social Care will refer cases of child exploitation, criminal or sexual, to the Complex Safeguarding Hub and we will contact the professionals' advice line for further support.
- 11.2.2 We understand that schools are one of many locations where children can be targeted and recruited into county lines and recognise additional specific indicators that may be present when a child is criminally exploited through involvement in county lines. (KCSiE, p134)

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

- **Keeping Children Safe in Education' - latest update, currently September 2021**
- **Ofsted Section 5 Inspection Framework for Schools, August 2016**
- **Inspecting Safeguarding in Early Years, Schools & Skills Settings' August 2016**
- **'Working Together to Safeguard Children' , July 2018**
- **Prevent Duty, Section 26 Counter Terrorism & Security Act 2015**
- **FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015**
- **Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)**
- **DFE Statutory Policies for Schools, Sept 2014,**
- **DFE Children Missing Education, Stat Guidance, Sept 2016**
- **DFE Designated Teacher for LAC Guidance, Nov 2009**
- **DFE Supervision of Regulated Activity, Jan 2013**
- **Alternative Provision, Stat guidance, Jan 2013**
- **Teachers' Standards, updated June 2013**
- **Governors' Handbook, Jan 2017**
- **'Listening to & involving children & young people', stat guidance, Jan 2014**
- **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', Safer Recruitment Consortium, Oct 2015
- DFE National Standards of Excellence for Headteachers, Jan 2015
- DFE 'Use of Reasonable Force in Schools', July 2013
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Adviceline
- Sexual violence and sexual harassment between children in school and Colleges (September 2021)
- Elective Home Education (April 2019)

APPENDIX C - MCC & MSP Policies, Procedures &

Guidance

Links to:-

- [MSP Website](#)
- [MSP Policies](#)
- [MSP Multi-agency Levels of Need & Response Framework, April 2015](#)
- [Safeguarding Concerns, Guidance & Proformas](#)
- [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](#)

APPENDIX D - Links to Other Relevant School Policies/Procedures

- Health and Safety
- Physical Interventions/Restraint
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Behaviour Management
- Trips and Visit
- Special Educational Needs
- Anti-bullying
- Administration of Medicines
- Peer on Peer Abuse

APPENDIX E - Other Relevant Education Department Policies/Guidance

All these are available on the Manchester Schools Hub Website.

- 'Transfer of Safeguarding Information' model policy & guidance
- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- 'A Good Safeguarding School'

APPENDIX F - Abbreviations

- AP Alternative Provision
- CiN Child in Need
- CP Child Protection
- CPOMS One of a number of electronic record keeping systems used in many schools in Manchester

- CSC Children's Social Care
- DFE Department for Education
- DO Designate Officer (formerly LADO)
- DSL Designated Safeguarding Lead
- EH Early Help
- EHA Early Help Assessment
- LA Local Authority
- LAC Looked After Child
- LAC DP Designated Teacher for LAC
- LADO Local Authority Designated Officer
- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSP Manchester Safeguarding Partnership
- SEN Special Educational Needs
- SENCO/SENDSCO SEN Co-ordinator
- SG SEF Safeguarding Self Evaluation Framework
- SOS Signs of Safety