



MANLEY PARK
PRIMARY SCHOOL

GROWING TOGETHER

Safeguarding & Child Protection Policy

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1. KEY INFORMATION

1.1 Key staff roles & roles

Name	Role
Nichola Sobolewski	Designated Safeguarding Lead (DSL) Contact telephone:0161 881 3808/4338 Contact email: communication@manleypark.com
Sarah Jane Henderson	Headteacher/Deputy Designated Safeguarding Lead (DSL) Contact telephone:0161 881 3808/4338 Contact email: communication@manleypark.com
Rushna Avari	Senior Deputy Headteacher/Deputy Designated Safeguarding Lead (DSL) Contact telephone:0161 881 3808/4338 Contact email: communication@manleypark.com
Thomas Kenny	SENDco/Deputy Designated Safeguarding Lead (DSL) Contact telephone:0161 881 3808/4338 Contact email: communication@manleypark.com
Benjamin Tudor	Deputy Headteacher/Deputy Designated Safeguarding Lead (DSL) Contact telephone:0161 881 3808/4338 Contact email: communication@manleypark.com
Robert Jones	Deputy Head/Behaviour Lead Contact telephone: 0161 8813808 Contact email: communication@manleypark.com

Named Governors	
Michelle England	Named Safeguarding Governor Contact email: m.england@manleypark.com
Vibeke Dawes	Chair of Governors Contact email: v.dawes@manleypark.com

1.2 Procedure if there is a concern about child welfare or safeguarding is: -

- All staff working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, Nichola Sobolewski, who is a member of the school's leadership team.
- The Designated Safeguarding lead has the appropriate status and authority within the school to carry out the duties of the post.
- In the Designated Safeguarding leads absence, the Deputy Designated Safeguarding Leads will be the first point of contact.

- When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they are responsible for deciding whether or not this should be reported to other agencies as a safeguarding issue, or whether a single agency response would be more appropriate.
- Arrangements are in place to ensure that at least one person who is a trained designated safeguarding lead is available when children are taking part in school led activity, this includes before and after school clubs and other extra-curricular activities, both during and out of term time.
- If a child is in immediate danger, contact will be made with the police.
- Whilst any professional can make a referral to children's social care, in school we expect all staff where practically possible to always discuss their concerns with the designated safeguarding lead first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency they are expected to feedback to the designated safeguarding lead as soon as practically possible thereafter.
- All verbal conversations that take place regarding safeguarding concerns will promptly be recorded in writing on CPOMS (Child Protection Monitoring System).

Useful Contact Numbers:

- Advice and Guidance (AVG) Helpline: 0161 219 2895,
- Manchester Contact Centre: 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

1.3 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;

An allegation is any information which indicated that a member of staff (paid or voluntary) may have:

- Behaved in a way that has or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in such a way that indicates they would pose a risk of harm if they worked regularly or closely with a child.

This applies to any child the member of staff has contact with in their personal or professional life.

All staff are reminded of the schools Whistleblowing Policy, which has been shared with them and is available on the school's website.

Allegations regarding members of staff at Manley Park must be reported immediately to the Headteacher, or in their absence the deputy Headteacher.

Any allegations concerning the Headteacher should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.

Concerns that meet the above criteria will be referred to the LADO – Local Authority Designated Officer -(sometimes known as DOLA or LA Designated Officer). Contact 0161 234 1214

- Initial discussions with the Designated Officer will consider the nature of the allegation and next steps

1.4 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 can be found on the school website and the internal staff shared drive.

NSPCC Whistleblowing Helpline: 0800 028 0285.

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

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

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

The effectiveness of our safeguarding arrangements are monitored by SLT (Senior Leadership Team) and the Governing Body through all members receiving appropriate training to enable them to provide strategic challenge and assure themselves there is a robust whole school approach to safeguarding.

Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring preparation for any online challenges and hoaxes and information shared with parents.

DSL will provide termly reports to the Full Governing Body and meet with the safeguarding governor each term to review safeguarding arrangements.

Review Date	Changes made	By whom
October 2019	Policy created	Nichola Sobolewski
October 2020	Policy reviewed	Nichola Sobolewski
September 2021	Policy reviewed	Rushna Avari
September 2022		Nichola Sobolewski

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2021/22		Vibeke Dawes
2022/23		

2 INTRODUCTION

The purpose of this document is to ensure that all stakeholders are aware of the arrangements and all adults, including regular staff, supply staff, volunteers and visitors, at Manley Park Primary School are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns 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. P 6)

See Appendix 1 and 2 for definitions and further information about Indicators of Abuse, Contextual and Complex Safeguarding Issues including Child Sexual Exploitation, Peer on Peer abuse. Further information can be found in Part 1 and Annex A & B of Keeping Children Safe in Education (KCSIE) (Appendix J)

See KCSiE Part 1, Part 5, Annex B for definitions and further information

about:-

- Abuse Neglect - including physical, emotional & sexual abuse and neglect (1.21-30)
- Channel (Annex B, p148)
- Child Abduction and Community Safety Incidents (Annex B, p140)
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images (1.32-35, Part 5)
- Child Criminal Exploitation (1.36-39, Annex B, p140-142)
- Child Sexual Exploitation (1.36, 40-42, Annex B, p140-142)
- Children and the Court System (Annex B, p142)
- Children Missing from Education (Annex B, p142-3)
- Children who are lesbian, gay, bi or trans (LGBT) (2.202-4)
- Children with Family Members in Prison (Annex B, p143)
- County Lines (Annex B, p141-2)
- Cybercrime (Annex B, p143-4)
- Domestic Abuse (New para at 1.43 and Annex B, p144-5)
- Early Help (1.20, 1.58,)
- Elective Home Education (2.175-8)
- Homelessness (Annex B p145-6)
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty (clarification 1.86-1.93)
- Looked After Children and children open to or who have been open to a Social Worker (Further information on the role of the Head of the Virtual School, 1.191-196)
- LGBT children (Extended information at 2. 202-204)
- Mental Health (1.45-7, Annex B p146)
- Modern Slavery & the National Referral Mechanism (Annex B, p146-7)
- Online Safety, including Education at Home (2.134-147, Annex B, p155-7)
- Prevent Duty (Annex B, p148, Additional support, p149)
- Preventing Radicalisation (Annex B, p147-8)
- Serious Violence (1.48, Annex B p150-151)
- Sexual Violence and Sexual Harassment between children in schools and colleges (Part Five, Annex B, p149-50)
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing (1.44 Annex B, p151-3)

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of Manley Park Primary School.

We facilitate a whole school approach to safeguarding and ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Our processes and policies are developed with the best interests of the child at heart.

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

- **protecting children from maltreatment**
- **preventing the impairment of children’s mental and 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, 2022, Page 6)

2.3 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’ and ‘Keeping Children Safe in Education September 2022’. Our policy ensures that we comply with our Statutory Duties (Appendix D & I)

2.4 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix E) 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)

2.5 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 F & H)

2.6 Our policy complements and supports other relevant school policies and should be read in conjunction with (Appendix G)

2.7 Our policy is publically available on the school’s website, and a printed copy can be made available via the school office.

2.8 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, including Covid-19.

ETHOS

Manley Park Primary School is dedicated to creating and maintaining a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

Safeguarding the welfare of our children is our highest priority and we aim to develop and maintain a ‘culture of vigilance’ to ensure that signs and symptoms of abuse are picked up, thus the opportunity for those wishing to cause harm to children is drastically reduced. We will work tirelessly to avoid harm coming to any child and will immediately and persistently intervene should we feel that any child is at risk of any harm.

3. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

3.1 Our Headteacher: -

Our Headteacher will ensure that the policies and procedures, adopted by the governing body or proprietor particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff, including supply teachers and volunteers, and that they are regularly updated in response to local practice or national changes in legislation.

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

‘Schools and colleges should work with local authority children’s social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans’. (KCSiE 2.112)

‘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 Headteacher is fully aware of statutory guidance in KCSiE and will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG Safeguarding Self Evaluation (SEF) to the LA as requested
- A senior member of staff, known as the Safeguarding Lead is appointed with a clear job description. The Safeguarding Lead has lead responsibility for Child Protection and Safeguarding 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 our responsibilities to promote the safety and welfare of its pupils.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff area of the school’s shared drive.
- Child friendly information of how to raise a concern/make a disclosure has been developed through staff assemblies, safeguarding posters around school and a child friendly safeguarding policy.
- We co-operate fully with MCC (Manchester City Council) and MSCB (Manchester Safeguarding Children Board) multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively.

- Any staff commissioned who are carrying out regulated activities 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 systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked. and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. These include visitors being DBS checked, visitors not DBS checked will be accompanied by a member of staff at all times. Visitors are all in receipt of a lanyard to identify whether they have a DBS with us.

3.2 Our Governing Body

Our Governing Body have a strategic leadership responsibility for our school's safeguarding arrangements and will ensure that they comply with their duties under legislation. They will have regard to KCSiE 2022, ensuring policies, procedures and training in their schools/colleges are effective and comply with the law at all times.

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

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

- All policies, procedures and training in our school are effective and comply with the law at all times.
- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.81)
- Named members are identified as the designated governors for Safeguarding.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. These meetings will be held at least once each term.
- Governors facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.
- Where there is a safeguarding concern, they and school/college leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

- The school/college has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained as required
- Our safeguarding policy is reviewed at least annually. Amendments or appendices may be added during periods of crisis to reflect changes of circumstance.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff, governors and volunteers including overseas checks where relevant.
- We have procedures in place for dealing with allegations of abuse against members of staff including supply teachers and volunteers and these are in line with Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes.
- There is appropriate challenge and QA of the safeguarding policies and procedures.
- Our governors are able to challenge that online safety and online education duties are fulfilled.
- Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents. 0020

3.3 Our **Designated Safeguarding Lead (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. THE DSL takes lead responsibility for Early Help, safeguarding and child protection, although other activities may be delegated if appropriate.

The Safeguarding Lead and deputies will:

- Act as the first point of contact with regards to all safeguarding matters.
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Encourage a culture of listening to children and taking account of their wishes and feeling, and also understand the difficulties some children may have in approaching staff about their circumstances.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Provide support and training for staff and volunteers.
- Understand the assessment process for providing early help
- Have a working knowledge of how local authorities conduct a child protection case conference and review conference, and be able to attend and contribute to these effectively
- Ensure that all referrals made to Children's Services are effective and in line with MSCB procedures and follow escalation process if necessary.
- 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.
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance (Part 5.465)

- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult and have arrangements in place for ensuring this if a police officer requests to meet with a child when in school. (Annex C, link to statutory guidance - PACE Code C 2019)
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- Create and maintain child protection files and keep them up to date.
- Keep information confidential and store securely
- 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.
- Help promote educational outcomes for vulnerable children, including those with a social worker, in conjunction with other appropriate colleagues.
- Always be available, including DDSLs, during school hours during term-time, and at other times as designated by the Head teacher. Safeguarding Lead is contracted for two weeks per year non term time to accommodate any meetings.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Understand the lasting impact that adversity and trauma can have on children and young people
- Work closely with the SENCO (Special Educational Needs Coordinator), Attendance Lead and Designated Person for LAC (Looked After Children).

3.4 **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: -

- Read Part One/Annex A/Annex B of KCSiE 2022 as directed by senior leaders and appropriate to individual roles and mark as read on CPOMS.
- 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
- Attend training sessions/briefings as required to ensure that they follow relevant Policies and procedures e.g. Behaviour Policy
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- 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
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue
- Be approachable to children and respond appropriately to any disclosures
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious and actively build trusted relationships which facilitate communication.
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals (Appendix C)
- 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

Teaching staff have additional statutory duties, including to report any cases of known Female Genital Mutilation directly to the police.

Supporting Staff

- We recognise that staff working in the school who have been involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support staff by providing an opportunity to talk through their anxieties with the Safeguarding Lead and to seek further support as appropriate

4. TRAINING AND AWARENESS RAISING

- 4.1 In line with KCSIE 2022 all new staff and regular volunteers will receive appropriate safeguarding information during induction and be made aware of the systems within the school/college which support safeguarding, for example, the Behaviour Policy. This training will be provided by the Safeguarding Lead as part of the induction process.
- 4.2 All staff must ensure that they have read and understood 'KCSIE' Part 1 and Annex A (Appendix J). Safeguarding training will take place in the first half term of each academic year and staff will read KCSIE. A log will be kept on CPOMS library as well as a central google document. The staff will also carry out a quiz to evaluate their understanding of the content of KCSIE. It will be part of induction for new starters throughout the year.
- 4.3 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.
- 4.4 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 this is included in our training programme.
- 4.5 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. Weekly staff briefings and training throughout the year to provide necessary updates.
- 4.6 All staff will receive training or briefings on particular safeguarding issues, for example, Child Sexual Exploitation (CSE) Female Genital Mutilation (FGM), Children Missing Education (CME), Modern Slavery, Peer Abuse as well as Prevent and Counter Terrorism.
- 4.7 All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years.
- 4.8 DSLs will keep up to date with training via the National College and National Online Safety that the school has signed up to.

5. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

5.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies, including child friendly policies, and share their views.

5.2 ATTENDANCE

- 5.2.1 We view poor attendance as a safeguarding issue and in accordance with Manley Park Primary 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 take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.
- 5.2.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA).
- 5.2.3 For the safety of all our children, attendance is monitored and if any child is absent without a reason this will be followed up by the admin team (initially), the Attendance Leader and the Safeguarding Lead. If this were to persist (2 or more days) a referral could be made to Children's Services.
- 5.2.4 We implement the statutory requirements and MCC policy and procedures 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.
- 5.2.5 We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2021) to assist with strategies for supporting children and young people experiencing anxiety to return to school.
- 5.2.6 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. (MCC)

5.3 ALTERNATIVE PROVISION (AP)

5.3.1 We will only place children in AP which is a registered provider and has been quality assured. MCC advise that schools should only use AP that has been judged by Ofsted to be Good or better.

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

5.4 EXCLUSIONS

5.4.1 We comply with statutory regulations and with the LA Inclusion Policy (October 2019).

5.4.2 The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open Early Help Assessment, Child in Need or Child Protection, the Early Help Practitioner or Social Worker will be informed.

5.4.3 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.

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

5.5 VULNERABLE GROUPS

5.5.1 We ensure all key staff work together to safeguard vulnerable children. CPOMS is used by all staff, clear lines of communication have been demonstrated in our school's communication policy, vulnerable children are discussed during weekly staff briefings and Safeguarding lead is available to all staff to discuss any concerns.

5.5.2 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:

- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the school day

Additionally, these children will also be considered

- International new arrival, refugee or asylum seeker
- Looked after, previously looked after or under a special guardianship order.
- Has or has had a social worker
- LGBT children (KCSiE, Part 2:202-204)

5.5.3 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 than other children
- 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. (KCSiE, Part 2:198)

5.5.4 Children requiring mental health support can face additional safeguarding challenges. In some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. (KCSiE, Part 2:179)

- 5.5.5 We ensure that staff consider the context in which incidents occur and whether and wider environmental factors (extra-familial harm) are present in a child's life that are a threat to their safety and/or welfare.
- 5.5.6 We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and the Virtual School. (KCSiE, 191-196)

5.6 CHILD ON CHILD ABUSE (KCSiE 5)

- 5.6.1 All our staff recognise that children are capable of abusing their peers, including online.
- 5.6.2 Staff are aware that all incidents of child on child abuse are to be dealt with in line with our safeguarding policy :
- Staff recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and simply just not being reported. If staff have any concerns regarding child on child abuse they should speak to the DSL or deputy.
 - Allegations of child on child abuse will be dealt with as per our safeguarding policy and behaviour policy.
 - We have 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'.
 - Staff recognise 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 recognition of the different forms child on child abuse can take, this is shared in annual safeguarding training.
 - 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.
 - Assemblies will be delivered by the DSL and Behaviour Lead to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously.

5.7 ELECTIVE HOME EDUCATION

- 5.7.1 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.
- 5.7.2 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
- 5.7.3 If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made.
- 5.7.4 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.
- 5.7.5 We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education.

5.8 COMMUNITY SAFETY

5.8.1 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.

5.82 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.

5.83 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.

6 CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

6.1 KEEPING RECORDS

- 6.1.1 CPOMS is used for all cases since September 2017. All staff have received training and can log incidents on CPOMS. Only DSLs are able to view safeguarding files. Historic data is held at each site plus a secure password protected electronic file that DSL's have access to.
- 6.1.2 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.
- 6.1.3 We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- 6.1.4 Safeguarding records are kept secure.
- 6.1.5 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school, as soon as we are informed of the new school, and keep a copy of the file in accordance with the LA Guidance (See Appendix F).

6.2 RECORDING AND REPORTING CONCERNS

- 6.2.1 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.
- 6.2.2 If a concern arises all staff, volunteers and visitors must follow the procedures summarised in KCSIE and in this policy. (Appendix C & J)
- 6.2.3 Members of staff and volunteers are not required by this school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the Designated Safeguarding Leaders, who will refer the matter to the relevant agency. To this end, volunteers and staff will follow the procedures below;
 - Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm.
 - If anyone observes injuries that appear to be non-accidental, or where a child or young person makes a direct allegation or implies that they have been abused.

- Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

6.2.4 BEST PRACTICE FOR STAFF:

- Brief notes should be kept at the time of the incident or immediately after
- Completion of CPOMS within the time frame set by the Designated Safeguarding Leader.
- All records should include only factual information rather than assumption or interpretation.
- Everything reported verbally MUST be recorded on CPOMS and Safeguarding Lead/DDLS alerted.
- The child's own language should be used to quote rather than a translation.

6.2.5 Records may be used at a later date to support a referral to an external agency or used in court.

6.3 WORKING WITH PARENTS/CARERS

6.3.1 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 and carers and expect them to provide up to date contact details, including at least 2 emergency contacts.

6.3.2 In most cases parents and 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.

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

6.3.4 We will inform, and gain consent, from parents and 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 sexual abuse. We will record the reasons, if consent is not gained. **Inability to inform/contact parents will not hinder a referral being made.**

6.4 MULTI-AGENCY WORKING

6.4.1 Manley Park Primary School has developed effective links with Social Workers and other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

6.4.2 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
- 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

6.4.3 We will regularly review concerns if necessary, as detailed in KCSiE and will follow LA and MSP (Manchester Safeguarding Partnership) procedures if there is a need to re-refer or to escalate.

6.5 CONFIDENTIALITY & INFORMATION SHARING

- 6.5.1 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.
- 6.5.2 Information about children will only be shared with other members of staff on a need to know basis.
- 6.5.3 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.
- 6.5.4 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 is in line with statutory guidance.
- 6.5.5 We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information fairly and lawfully and keep it safe and secure, with appropriate retention schedules.
- 6.5.6 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 2:119)

6.6 CHILD PROTECTION (CP), CHILD IN NEED (CiN) MEETINGS AND CONFERENCES

- 6.6.1 An initial CP conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.
- 6.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups.
- 6.6.3 Members of staff who are asked to attend a CP conference or other core group meetings (either in person or virtually) about an individual child/family will need to have as much relevant updated information about the child as possible and will send a report, to the Chair within the required timescales, at least 48 hours before the conference, where possible and where enough notice has been provided.
- 6.6.4 Our reports will aim to include the voice of the child.
- 6.6.5 We will aim to discuss and share reports with the parents/carers before the conference.
- 6.6.6 All relevant staff will be confident in using the tools which are part of the Signs of Safety approach.
- 6.6.7 Safeguarding Lead can be made available during school holidays to attend meetings where necessary.

6.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

- 6.7.1 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.
- 6.7.2 We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.
- 6.7.3 Make clear victims should be taken seriously, kept safe and never made to feel like they are creating a problem for reporting abuse.
- 6.7.4 Feedback any updates as and when necessary to the member of staff who has logged the concern.
- 6.7.5 All staff and volunteers must be clear with children that they cannot promise to keep secrets.

6.8 LEARNING FROM SERIOUS CASE REVIEWS (SCRs)

- 6.8.1 The MSP will always undertake a child practice review or serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the SCR is to:
- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
 - Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
 - Improve inter-agency working to better safeguard and promote the welfare of children and young people
- 6.8.2. If required we will provide an individual management report for a SCR and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.
- 6.8.3 Our DSL will keep up to date with the findings from SCR's and other learning reviews nationally and in Manchester, share the learning and review our safeguarding procedures if relevant.

7 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.

- 7.1 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.
- 7.2 This enables them to learn to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 7.3 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.
- 7.4 Personal Health and Social Education and Citizenship and Philosophy for Children lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles; forced marriage; knowing and understanding how to keep themselves safe child sexual exploitation; and different family patterns including Lesbian, Gay, Bi – sexual and Transgender.
- 7.5 Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2)
- 7.6 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation including Obesity, mental health, CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage, Peer on Peer & breast ironing. See Appendices for guidance and links to further information.
- 7.7 All children know that there are adults in our school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

8. ONLINE SAFETY

- 8.1 Online safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school 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.
- 8.2 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.
- 8.3 We will ensure that appropriate filtering and monitoring methods are in place to ensure that children are safe in school from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- 8.4 We will encourage children to use the Internet safely, including opportunities for them to think and discuss the issues and to check their sources of information.
- 8.5 Children are not able to bring their own devices in to Manley Park Primary School
- 8.6 We have separate acceptable use agreements (AUAs) for both staff and children. This covers the use of technologies and platforms used, both on and offsite.
- 8.7 We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 8.8 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home.
- 8.9 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.
- 8.10 As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSiE Part 2, 134-147)

9. SAFER RECRUITMENT & SELECTION OF STAFF

- 9.1 Our recruitment and selection policies and processes adhere to the DfE guidance, KCSiE and the LA model policy for Safer Recruitment (Appendices A & D)
- 9.2 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.
- 9.3 At least one member of each recruitment panel will have attended up to date Safer Recruitment Training.
- 9.4 All relevant staff (involved in early years' settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the Headteacher.
- 9.5 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained
- 9.6 The school maintains a single central record of recruitment checks undertaken.
- 9.7 The Headteacher and governing body will ensure that all external staff and volunteers, including out of hours organisations, using our school site have been recruited safely, including DBS checked as appropriate.
- 9.8 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 for all its activities.
- 9.9 We will investigate at interview if any concerns have come to light about the candidate through the self-declaration or online checks.
- 9.10 We will not keep copies of DBS certificates, either electronically or in paper files

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. It may be necessary to undertake an assessment of the education value, age appropriateness and content of the visitors itinerary.
- 10.3. 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.
- 10.4 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities in line with our Lettings Policy.
- 10.8 All school trips are fully risk assessed and with parental permission.
- 10.9 We have a Health & Safety policy and Business Continuity Plan for further reference
- 10.10 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- 10.11 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.
- 10.12 When the school/college is let, if services or activities re provided by the governing body or proprietor, under the direct supervision or management of school staff, the school arrangements for child protection will apply.
- 10.13 When the school/college is let and services or activities are provided by another body, we seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school on these matters where appropriate.

11. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- 11.1 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
- 11.2 All allegations made against a member of staff, including supply 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.
- 11.3 Allegations will be referred to the LADO for investigation if they meet the threshold. (KCSiE). We will work with the LADO and other relevant agencies to support any investigations.
- 11.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistle-blower.
- 11.5 Historic allegations will be referred to the police.
- 11.6 We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated
- 11.7 The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation
- 11.8 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'
- 11.9 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

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

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

11.11 All low level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes- 432-434)

12. COMPLEX SAFEGUARDING

Serious violence

12.1 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, Annex B)

APPENDIX A

Indicators of Abuse and Neglect

Abuse:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse:

A form of abuse which 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, illness in a child.

Emotional Abuse:

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 (including cyberbullying), 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, although it may occur alone.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely 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. Once a child is born, neglect may involve a parent or carer failing to: Protect a child from physical and emotional harm or danger. Ensure adequate supervision and treatment; or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX B

Contextual Safeguarding and Specific Safeguarding Issues

Bullying & Cyberbullying	<p>Behaviour that is:</p> <ul style="list-style-type: none"> • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child Criminal Exploitation: county lines	<p>Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.</p>
Child Missing in Education	<p>All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.</p>
Contextual Safeguarding	<p>Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.</p>
Domestic Abuse	<p>Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:</p> <ul style="list-style-type: none"> • psychological • physical • sexual • financial • emotional
Female Genital Mutilation (FGM)	<p>Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.</p>
Forced marriage	<p>A forced marriage is one entered into without full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.</p>

Gangs & Youth Violence	<p>Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>
Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> • disability • race • religion • transgender identity • sexual orientation.
Honour-based violence	<p>Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community, including forced marriage, FGM and practices such as breast ironing.</p>
Peer on peer abuse	<p>Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.</p>
Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p> <p>All schools and colleges are subject to a duty under section 26 of the counter-Terrorism and Security Act 2015, in the exercise of their functions, to have 'due regard' to the need to prevent people being drawn into terrorism. This is the Prevent Duty</p> <p>Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.</p>
Relationship Abuse	<p>Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.</p>
Consensual and non-consensual sharing of nudes and semi-nudes images and or videos	<p>Consensual and non-consensual sharing of nudes and semi-nudes images has replaced the term sexting. This is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p>

	They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.
Up skirting	'Up skirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

APPENDIX C

Recording Safeguarding Information

What to do with the information?

- Seek out a DSL (in person or phone)– see posters
- Pass all information to DSL
- Complete CPOMS – alerting DSL

Recording an incident on CPOMS:

- Detailed information of the incident/disclosure including other people present.
- Staff full name/role in first instance
- Categories should be completed accurately
- Date and Time - **accurately**
- Children's first name used
- Add any linked children
- Factual
- Proof read before sending

What do we log:

Any unusual behaviours

Any disclosures of abuse: physical, emotional, sexual or neglect.

Any patterns of absences or being late

Any other Safeguarding concerns

If you have a gut instinct – it is usually there for a reason – discuss with a DSL.

If in doubt – speak to a DSL

Feedback will be provided where necessary

Reminder:

Never question the child – you can repeat back EXACTLY what they said

APPENDIX D

Legislation, Statutory Guidance & Ofsted Framework

- Keeping Children Safe in Education' - latest update, September 2022
- Ofsted: The education inspection framework, May 2019 (update 23rd July 2021)
- Inspecting Safeguarding in Early Years, Schools & Skills Settings' 2019
- '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
- DFE Children Missing Education, Stat Guidance
- DFE The Designated teacher for looked after and previously looked after children, Stat guidance
- DFE Supervision of Regulated Activity
- Alternative Provision, Stat guidance
- Teachers' Standards
- Governors' Handbook
- 'Listening to & involving children & young people', stat guidance
- Health & Safety Legislation
 - MCC Weapon Carrying in Schools and Colleges guidance

APPENDIX E

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
- 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 F

MCC & MSP Policies, Procedures & Guidance

Links to:-

Manchester Safeguarding Partnership Website:-

<https://www.manchestersafeguardingpartnership.co.uk/>

- MSP Policies, including Greater Manchester Policies and Guidance
- MSP Multi-agency Levels of Need & Response Framework
- Safeguarding Concerns, Guidance & Proformas
- Designated Officer 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 G

Links to Other Relevant School Policies/Procedures

- E Safety Policy
- Whistle blowing Policy
- Behaviour Management Policy
- Health and safety
- Attendance Policy
- Extended school activity
- Trips and Visits
- SEND Policy
- Administering of medicine
- Lettings Policy
- Debt Recovery Policy
- Equality Policy
- Philosophy for children Policy
- Supporting Children with Medical Conditions Policy
- Business Continuity Plan

APPENDIX H

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

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

APPENDIX I

Abbreviations

• AP	Alternative Provision
• CiN	Child in Need
• CP	Child Protection
• CPOMS	Child Protection Online Monitoring System
• 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
• LADO	Local Authority Designated Officer
• LAC	Looked After Child
• LAC DP	Designated Teacher for LAC
• DO	Designated Officer
• AGS	Advice and Guidance
• MCC	Manchester City Council
• MSP	Manchester Safeguarding Partnership
• SEN	Special Educational Needs
• SENCO/SENDSCO	SEN Co-ordinator
• SOS	Signs of Safety

APPENDIX J

'Keeping Children Safe In Education' (KCSIE) PART 1 & Annex A/B - to be read and understood by all staff