Safeguarding & Child Protection Policy

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Manley Park Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is Sarah-Jane Henderson.		

KEY SCHOOL STAFF & ROLES
Include Designated Safeguarding Lead (DSL)/Pastoral Team/EH Co-ordinator as applicable

Name	Role	Location and/or Contact Phone Number
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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 and the Governing Body through Keeping Children Safe in Education 2023. All staff, volunteers and student teachers have read Part 1 and receive annual training in addition to monthly updates.

Review Date	Changes made	By whom
September 2023	Policy created	Rushna Avari
	Policy reviewed	

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2023-2024	04.10.2023	Vibeke Dawes

Summary of Safeguarding Procedures

Our 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, Rushna Avari, who is a member of the school's leadership team.
- The Designated Safeguarding lead has the appropriate 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 a 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).

- Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
- Social Care Advice & Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196
- MCC 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 a 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 Headteachers.

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 me et 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 for support with the next steps.

Our procedure for whistleblowing if there is an urgent concern about child welfare or safeguarding that cannot be dealt with through our usual systems is: -

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 in the staff room.

Whistleblowing Helpline: 0800 028 0285 or email help@nspcc.org.uk

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

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

CONTENTS: -

APPENDICES: -

A. Indicators of Abuse and Neglect
B. Summary of specific safeguarding issues
C. Recording and Reporting Safeguarding Information
D. Legislation, Statutory Guidance & Ofsted Framework
E. Non-Statutory Guidance
F. MCC & MSP
G. Other Relevant School Polices/Procedures
H. Other Relevant LA Education Department
I Low level concerns information
J. Abbreviations

1. INTRODUCTION

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

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

Our approach is child-centred.

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

See KCSiE Part 1, Part 5 & Annexes A and B for definitions and further information about: -

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect
- Channel
- Child Abduction and Community Safety Incidents
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images
- Child Criminal Exploitation
- Child Sexual Exploitation
- Children and the Court System
- Children Missing from Education
- Children who are lesbian, gay, bi or trans (LGBT)
- Children with Family Members in Prison
- County Lines
- Cybercrime
- Domestic Abuse
- Early Help
- Elective Home Education
- Homelessness
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty
- Looked After Children and children open to or who have been open to a Social Worker
- Mental Health
- Modern Slavery & the National Referral Mechanism
- Online Safety, including Education at Home
- Prevent Duty
- Preventing Radicalisation
- Serious Violence
- Sexual Violence and Sexual Harassment between children in schools and colleges
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures.

The school facilitates a whole school approach to safeguarding. This means involving everyone in the school or college, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies operate with the **best interests** of the child at heart.'

Safeguarding and promoting the welfare of children is defined as:
- protecting children from maltreatment;
- preventing the impairment of children's mental health or physical health or development;
- ensuring that children grow up in circumstances consistent with the
- provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.'
- (KCSiE,1.**4)**

1.1 Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' (in process of review) and 'KCSiE 2023'. Our policy ensures that we comply with our Statutory Duties (Appendices A & B)

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

1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix E)

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

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

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR GOVERNING BODY

Our Governing Body have a strategic leadership responsibility for our school's/college's safeguarding arrangements and **will** ensure that they comply with their duties under legislation. They **will** have regard to KCSiE 2023, 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.

The Governing Body will ensure that: -

● All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety.
● All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.81, 2.95-97)
● A named member is identified as the designated governor for Safeguarding (Michelle England).
● 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 Manley Park 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 an effective Child Protection Policy
● 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 via the CPOMs system.
● More than one emergency number is held on file for each pupil/student
● The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff half termly and prior to Governing Body meetings.
● Our Safeguarding and Child Protection policy is reviewed at least annually, and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance.
● We operate safer recruitment and selection practices in accordance with Part Three of KCSiE. This includes appropriate use of references and checks on new staff, governors and volunteers, including oversees checks where necessary.
● We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors and these are in line with KCSiE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
● All staff and volunteers who have regular contact with children and young people and contractors who are in contact with children and young people receive appropriate training and information about the safeguarding processes.
● There is appropriate challenge and quality assurance of the safeguarding policies and procedures during meetings with governors and senior leaders.
● Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

2.2 OUR HEADTEACHER

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

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

'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 2.113)

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

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

● The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
● All staff including supply teachers, volunteers, visitors and contractors understand and comply with our Code of Conduct.
● We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested (bi-annually).
● We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
● We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
● A senior member of staff, known as the DSL, is appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
● Parents/carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear.
● The Safeguarding and Child Protection policy is available on our website, shared drive and on the school's SAM portal system.
● Child friendly information of how to raise a concern/make a disclosure has been developed through termly assemblies, safeguarding posters and display around school and a child friendly safeguarding policy.
● We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the

processes for escalation of concerns. There is a DSL available via the telephone during out of hours clubs.

- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively.
- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. All the staff carried out the DFE Prevent training.
- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

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

The DSL, together with team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture of listening to children and taking account of their wishes and feeling, and also understand the difficulties some children may have in approaching staff about their circumstances.
- Work closely with the school's lead for mental health.
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, e.g., through DSL Networks, Safeguarding Newsletters and Circular Letters.
- Provide support and training for staff and volunteers through annual safeguarding training and monthly updates on specific areas linked to KCSiE.
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, and follow escalation process if necessary with social services.
- 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 by completing the written reports and feeding back to the multi-agency team.

- 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 (Annex C.p 165)
- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult (PACE Code C 2019). (Annex C, p165)
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Create and maintain child protection files and keep them up to date.
- Keep information confidential and store securely with a separate file for each child in the CPOMs system.
- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues
- Share and transfer safeguarding and child protection information as appropriate.
- Understand and support the school with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from risk of radicalization.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Understand the lasting impact that adversity and trauma can have on children and young people.
- Ensure the safeguarding/child protection policy is available publicly and parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school. (See appendix Cii)
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child. (See appendix Cii)

SCHOOL/COLLEGE STAFF

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

All staff will:-
- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSiE 2023 as directed by senior leaders and appropriate to individual roles.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding concerns and key LA approaches including Early Help, Signs of Safety, Safe & Together and ensuring that the voices of children are listened to and taken account of.
- Attend training sessions/briefings as required to ensure that they follow relevant policies.

- Provide a safe environment where children can learn.
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue.
- Be approachable to children and respond appropriately to any disclosures
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious and actively build trusted relationships which facilitate communication.
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role.
- Be aware of the local early help processes and understand their role in it.
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role.

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

3. TRAINING AND AWARENESS RAISING

3.1   In accordance with KCSiE 2023, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety and their responsibilities in relation to filtering and monitoring) and be made aware of the systems within the school which support safeguarding e.g. the Behaviour Policy.

3.2   All staff must ensure that they have read and understood KCSiE: Part One/Annex A and/or Annex B and monitored via CPOMs library.

3.3   All staff will receive regular child protection training at least every 2 years and at least an annual update which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes.

3.4   All staff members will receive regular safeguarding and child protection training and updates, including online safety and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively via monthly alerts. Records kept via the school's google drive.

3.5   To recognise the expertise built within staff by training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy.

3.6 All interview panels will include at least one member that has completed up to date Safer Recruitment training within the last 3 years.

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

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. (Child friendly policy available to pupils.)

4.2 POOR ATTENDANCE (references to 'absent' children throughout KCSiE 2023)

4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. This includes missing individual lessons, as well as being absent or late at Registration. Any concerning patterns are reviewed in partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

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

4.2.3 We implement the statutory and LA requirements in terms of monitoring and reporting children to the CME Team.

4.2.4 We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2023) to assist with strategies for supporting children and young people experiencing anxiety to return to school.

4.2.5 We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date.

4.3 ALTERNATIVE PROVISION (AP)

4.3.1 We will only place children in AP which is a registered provider and has been quality assured.

4.3.2 Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will work together with the DSL at the AP to ensure effective sharing of information.

4.4 EXCLUSIONS

4.4.1 We comply with statutory regulations and with the LA Inclusion Policy.

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

4.4.3 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.

4.4.4 Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved

understanding of the needs of the young person and their family and that the key agencies are involved.

4.5   VULNERABLE GROUPS

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

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

- Is disabled or has certain health conditions and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the school day
  Additionally, these children will also be considered
- International new arrival, refugee or asylum seeker
- Looked after, previously looked after or under a special guardianship order.
- Has or has had a social worker
- LGBT children (KCSiE, Part 2:203-205)
- Has the potential for adultification

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

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

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

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

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

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

4.6 CHILD ON CHILD ABUSE (KCSiE, Part 5 & Part 2,156)

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

4.6.2 KCSiE Part 1 clearly outlines our procedures and approach to this issue which are summarised below:-

- The procedures to minimise the risk of child-on-child abuse
- The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously.
- How allegations of child-on-child abuse will be recorded, investigated and dealt with.
- Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- Recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and simply not be reported.
- Our clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.
- Recognition that it is more likely girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.
- Recognition of the different forms child on child abuse can take.
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2022.

4.7 ELECTIVE HOME EDUCATION

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

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

4.7.3 If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have

been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made.

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

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

4.8 COMMUNITY SAFETY

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

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

4.8.3 Child abduction and community safety incidents
We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe**.** The school has a pastoral team who meet monthly to review cases and update pupil support.

4.8.3 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.

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

5.1 CPOMs is used for all cases since September 2017. All staff have received training and can log incidents on CPOMs. DSLs are alerted to all the safeguarding incidents so they are fully aware of cases in school in the event of absence. The class teachers have higher level access to view their class's full files, but safeguarding incidents are alerted to them on a need to know basis. Historic data is archived on the system. The DSL transfers folders to the pupils' new schools

5.1.1 We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life and up to date contact details for adults who have day to day care of the child. This is in line with the school's Data Protection policy- revised September 2023.

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

5.1.3 We keep our safeguarding records secure via CPOMs which is password protected.

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

5.2 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. 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 WORKING WITH PARENTS/CARERS

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

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

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

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

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

5.4 MULTI-AGENCY WORKING

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

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

5.4.3 We will notify the named Social Worker if:

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

5.4.4. We will regularly review concerns if necessary, as detailed in KCSiE and will follow Local Authority and Manchester Safeguarding Partnership procedures if there is a need to re-refer or to escalate.

5.5 CONFIDENTIALITY & INFORMATION SHARING

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

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

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

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

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

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

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

5.6.2   We will attend and contribute to initial and review Child Protection conferences, Child in Need conferences and relevant multi-agency meetings, including core groups. These have also been attended during non-term time.

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

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

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

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

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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

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

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

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

5.8   LEARNING FROM SERIOUS CASES

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

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

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

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

6. THE CURRICULUM

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

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

6.2.   This enables children 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 make informed choices in later life.

6.3.1   Relationships Education, Relationships and Sex Education (RSE) and Personal Social and Health Education (PSHE) lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.

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

6.4   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. Each child has the opportunity to select five trusted adults through the 'Give me five' process. This is also reinforced during assemblies. Children talk in class to which adults would be their trusted adult in and out of school and how they can help them when they are worried or concerned about something.

6.5   Children are encouraged to contribute to the development of policies by capturing pupil voice.

6.6   Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as

more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2,129)

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

6.8 We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

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

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

7.2 The checklist to ensure compliance with Filtering and Monitoring standards is included as Appendix B

7.3 We consider the 4Cs- content, contact, conduct and commerce areas of risk to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.

7.4 The Internet is an essential element in 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.

7.5 Children are not to bring their own devices to school. Mobile phones are handed in at the school office.

7.6 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. The school uses SENSO filtering system in line with DFE requirement.

7.7 We ensure our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility.

7.8 We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness.

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

7.10 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite.

7.11 We will complete online safety audits as appropriate to our needs and know where to access recommended models.

7.12 We work with parents/carers to promote good practice in keeping children safe online, including to support their children learning at home through workshops.

7.13 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.

7.14 As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSiE Part 2, 135-148)

8. SAFER RECRUITMENT & SELECTION OF STAFF

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

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

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

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

- When our school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect providers to meet the guidance in Keeping Children Safe in Out of School Settings (KCSIE, Part 2, 167).

- If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if relevant (KCSIE Part 4, 377)

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

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

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

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

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

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

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

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

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

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

9.5 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'. These are outlined in our Low Level Concerns Appendix I.

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

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

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

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

9.9.1 All low level concerns are reported to the Headteacher or Senior Deputy Heateacher and may also be self-referred (KCSiE provides further clarity on processes- 423-440)

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

9.11   We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower following the school's whistle-blowing policy.

9.12   Historic allegations will be referred to the police.

10. SAFETY ON & OFF SITE

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

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

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

10.4   Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check. Under Section 47, a Social Worker or Police Officer will show their ID badge.

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

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

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

10.8   When the school is let and services or activities are provided by another body, 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.

10.9   Should we receive an allegation relating to an incident that happened when an individual or organisation were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO.

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

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

10.12 We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.

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

10.14 We have a Health & Safety policy and Business Continuity Plan for further reference.

11. COMPLEX SAFEGUARDING

Serious violence

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

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

Child Criminal Exploitation and Child Sexual Exploitation

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

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

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

11.2.4 We are mindful of the language and descriptors used when discussing or referring Child Criminal Exploitation and Child Sexual Exploitation instances and avoid all victim blaming language.

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

11.2.6 We will seek help, support or recommendations from statutory partners with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term, for example M Thrive.

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	Behaviour that is: • 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	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.
Child Missing in Education	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.
Contextual Safeguarding	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.
Domestic Abuse	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: • psychological • physical • sexual • financial

	• emotional
Female Genital Mutilation (FGM)	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.
Forced marriage	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.
Gangs & Youth Violence	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. 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. 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).
Hate	Hostility or prejudice based on one of the following things: • disability • race • religion • transgender identity • sexual orientation.
Honour-based violence	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.
Peer on peer abuse	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.
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

	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. 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 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.
Relationship Abuse	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.
Consensual and non-consensual sharing of nudes and semi-nudes images and or videos	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. 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 Ci
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:
- <u>Detailed</u> 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.
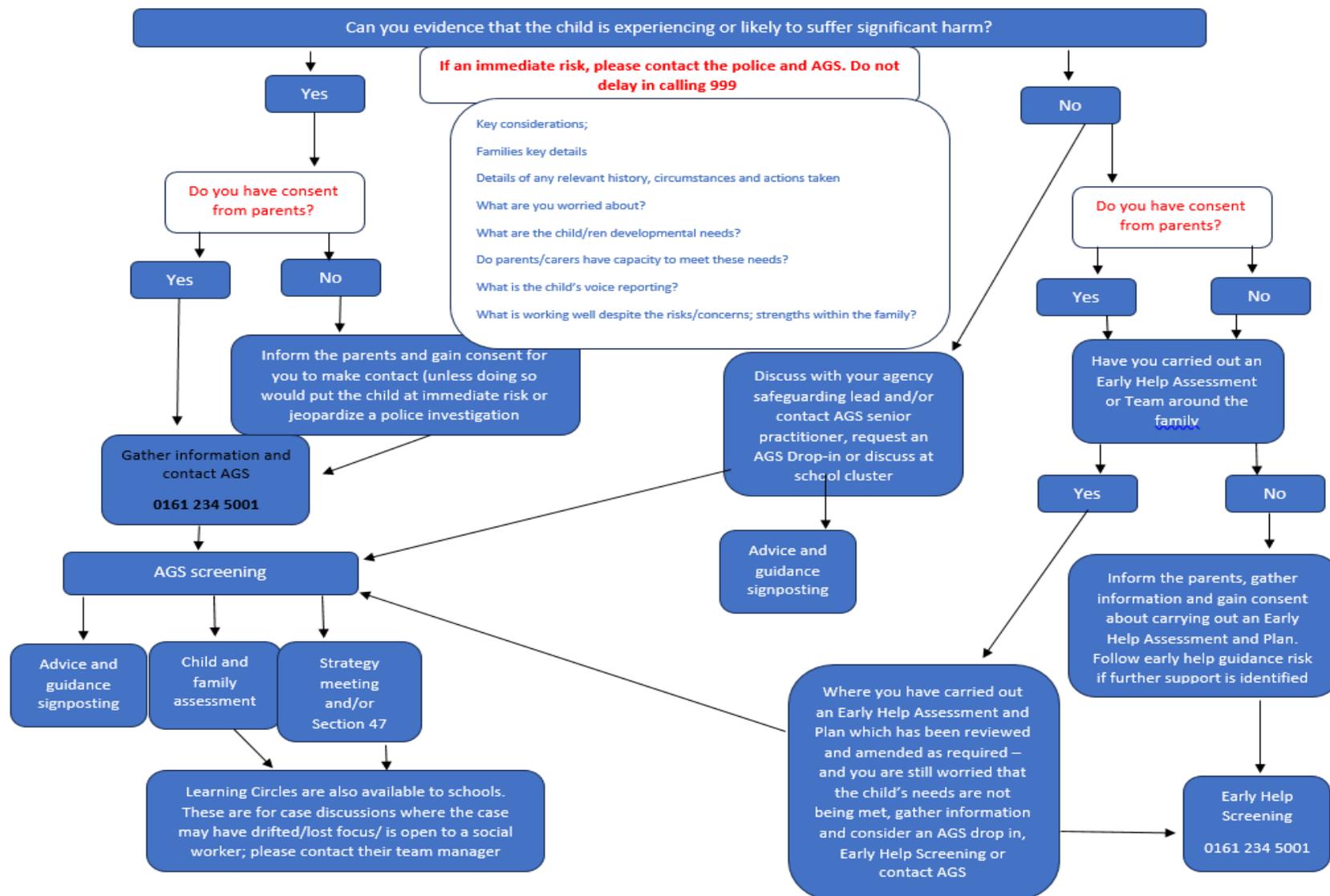If in doubt – speak to a DSL
Feedback will be provided where necessary

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

Appendix Cii
Reporting Safeguarding Concerns

Can you evidence that the child is experiencing or likely to suffer significant harm?

If an immediate risk, please contact the police and AGS. Do not delay in calling 999

Key considerations;

Families key details

Details of any relevant history, circumstances and actions taken

What are you worried about?

What are the child/ren developmental needs?

Do parents/carers have capacity to meet these needs?

What is the child's voice reporting?

What is working well despite the risks/concerns; strengths within the family?

Yes

Do you have consent from parents?

Yes

No

No

Do you have consent from parents?

Yes

No

Inform the parents and gain consent for you to make contact (unless doing so would put the child at immediate risk or jeopardize a police investigation

Discuss with your agency safeguarding lead and/or contact AGS senior practitioner, request an AGS Drop-in or discuss at school cluster

Have you carried out an Early Help Assessment or Team around the family

Yes

No

Gather information and contact AGS

0161 234 5001

Advice and guidance signposting

AGS screening

Inform the parents, gather information and gain consent about carrying out an Early Help Assessment and Plan. Follow early help guidance risk if further support is identified

Advice and guidance signposting

Child and family assessment

Strategy meeting and/or Section 47

Where you have carried out an Early Help Assessment and Plan which has been reviewed and amended as required – and you are still worried that the child's needs are not being met, gather information and consider an AGS drop in, Early Help Screening or contact AGS

Learning Circles are also available to schools. These are for case discussions where the case may have drifted/lost focus/ is open to a social worker; please contact their team manager

Early Help Screening

0161 234 5001

APPENDIX D
Legislation, Statutory Guidance & Ofsted Framework
- Keeping Children Safe in Education' - latest update, September 2023
- Ofsted: The education inspection framework, September 2023
- 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
   Healthy Schools

APPENDIX G

Links to Other Relevant School Policies/Procedures

- E Safety Policy
- Relationships and Sex Education
- Whistle blowing Policy
- Behaviour Management Policy
- Health and safety
- Attendance Policy
- 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
Low Level of Concern

What is a low-level concern?
A low-level concern is any concern that an adult has acted in a way that:
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

Low-level concerns are part of a spectrum of behaviour. This includes:
- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances
- behaviour which is intended to enable abuse.

Examples of such behaviour could include:
- being over friendly with children
- having favourites
- adults taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- not following procedure/protocol which results in further harm
- using inappropriate sexualised, intimidating or offensive language.

Why do schools need to respond to low-level concerns?

Having clear procedures for responding to low-level concerns is part of creating a school culture of openness and trust. It helps ensure that adults consistently model the school's values and helps keep children safe. It will also protect adults working in school from potential false allegations or misunderstandings.

What do schools and colleges need to do?
Schools should have a low-level concerns policy and procedures. These should be part of your school's overall safeguarding and child protection policies and procedures. It should be closely linked to the code of conduct for staff and volunteers.

There should be clear processes in place for sharing and responding to any concerns about an adult's behaviour, no matter how small. A concern can still be significant even if it does not meet the threshold of harm.

Schools should ensure adults understand:

- what constitutes appropriate and inappropriate behaviour
- what a low-level concern is
- the importance of sharing low-level concerns
- how to report any concerns
- the process for recording, reviewing and responding to concerns.
- At Manley Park, a low level concern may result in Management Note of Guidance which is then kept in the staff member's personnel file. These are then reviewed and in the case of repeat concerns, formal disciplinary procedures will take place.

APPENDIX J

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
- KCSIE Keeping Children Safe in Education
- LA Local Authority
- 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/SENDCO SEN Co-ordinator
- SOS Signs of Safety