



**St Paul's CE Primary School**

**Safeguarding Policy**  
**September 2022**

# SAFEGUARDING POLICY

St Pauls CE Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is Miss A Lee		
In their absence, the authorised member of staff is Ms J Power		
<b>KEY SCHOOL STAFF &amp; ROLES</b>		
Name	Role	Location and/or Contact Phone Number
Ms J Cyprys	TA/Family	01613595316
Ms J Power	SAH/SENDco/DSL	
Miss M Bailey	DSL	
Miss V Maloney (mat leave)	DSL	

<b>NAMED GOVERNOR for Safeguarding &amp; Prevent</b>	Contact Phone Number/Email
Ms A Saleem	01613595316

## Summary of document

Our procedure if there is a concern about child welfare or safeguarding is:-  
'Never Do Nothing – Do the basic things well'

- All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL immediately as outlined in 5.3.
- Complete a note of concern either immediately or asap depending on level of need and discuss with a DSL . This information will be recorded on CPOMS by a DSL.
- Concerns relating to marks or injuries should be recorded on a 'Body Map' outline which should be scanned and uploaded to CPOMS.

It is vital that staff do not:

- dismiss concerns or disclosures as insignificant, they may provide a vital link to other information.
- keep such concerns to themselves.
- promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially

Staff are made aware that it is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.

#### Passing on concerns

Each case will be considered by the DSL who will decide what information to share with which staff.

- 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;

All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour by a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.

If the allegation concerns the Headteacher the referrer should contact the Chair of governors, a senior Member of staff or the LADO immediately. It is unacceptable for any member of staff not to refer such concerns.

- Manchester LADO (sometimes known as DOLA or LA Designated Officer): 0161 234 1214

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:-

1. All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour by a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.
2. If the allegation concerns the Headteacher the referrer should contact the Chair of governors, a senior Member of staff or the LADO immediately. It is unacceptable for any member of staff not to refer such concerns.
3. All staff are made aware of their responsibilities in this and the procedure to follow.
4. Any such matters will be dealt with in the strictest confidence.
5. The head teacher (or other in 2) will, on the same day, contact the LA Designated Officer and follow the statutory guidance contained in MSCB Guidance & 'Dealing with Allegations of Abuse Against Teachers & Other Staff.' DfE 2011 6. All involved will attempt to deal with any allegation is dealt with fairly, quickly and consistently in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Whistleblowing Helpline: 0800 028 0285

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

Review Date	Changes made	By whom
March 21	Policy created	Ms J Sorohan
March 22	Policy reviewed	Miss A Lee
September 22	Policy review to link with KCSIE	Miss A Lee
March 23	Policy reviewed	

#### **Ratification by Governing Body**

Academic year	Date of ratification	Chair of Governors
20/21	3 <sup>rd</sup> March 2021	Mr M Shanahan
22/23	September 2022	Mr A Djemal

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## 1. INTRODUCTION

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

This policy has been developed to ensure that all adults in our school, including regular staff, supply staff, volunteers and visitors, 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, p 5)**

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. The aims of this policy are in accordance with both our Mission Statement and our Equal Opportunities Policy and it is an integral part of all of our activities and functions.

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

- **protecting children from maltreatment;**
- **preventing impairment of children’s mental 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, p 5)**

The ethos at St Paul’s CE Primary School is one where we welcome everyone into a caring, nurturing environment providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer our pupils. Our chosen values are love, hope, forgiveness, thankfulness, respect and Justice/peace. We enjoy a close relationship with St Paul’s church; children are actively involved in worship and celebrations in church and in school.

## **Legislation and statutory guidance**

See appendix A for documents this policy is based on and links

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.

## **2. ROLES & RESPONSIBILITIES**

### **LEADERSHIP & MANAGEMENT**

#### **2.1 OUR HEADTEACHER**

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

*'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. 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, 2.81)

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 and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the online tool to the LA as requested
- 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. He/she has lead responsibility for Child Protection and Safeguarding and receives 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 have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.

- The Safeguarding policy is available on our website and is included in the staff handbook
- Child friendly information of how to raise a concern/make a disclosure has been developed and is accessible to all children.
- 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
- 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.
- Any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- 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.

## 2.2 OUR GOVERNING BODY

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

The governing board will:

- › Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- › Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- › Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- › Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

- › **Make sure:**
  - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
  - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
  - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
  - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
  - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- › Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
  - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
  - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
  - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate. All governors will read Keeping Children Safe in Education in its entirety.

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

Some DSL's are members of our Senior Leadership Team and have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. They take lead responsibility for Early Help, safeguarding and child protection, although some activities may be delegated as appropriate.

The DSL team will:

- Act as the first point of contact with regards to all safeguarding matters.
- 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, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with MSP 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.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance
- 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 during school/college/setting hours during term time, and at other times as designated by the Headteacher.

## **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
- 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 and Safe & Together – Level 1 safeguarding
- 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.
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- 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
- Report all concerns low level or risk of harm immediately to DSL using notes of concern.

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, all new staff and regular volunteers will receive appropriate safeguarding information during induction and be made aware of the systems within the school which support safeguarding e.g. behavior (See appendices D for detailed list staff may request or need)
- 3.2 All staff must ensure that they have read and understood 'Keeping Children Safe in Education: Part One' and all staff working directly with children should also read Annex A.
- 3.3 All staff will receive regular child protection training at least every 2 years 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 need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs)
- 3.5 All staff members will receive regular safeguarding and child protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively

- 3.6 All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years.

## **4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES**

### **4.1 PUPIL VOICE**

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

### **4.2 POOR ATTENDANCE**

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. 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 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 missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people.

### **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. MCC advise that schools should only use AP that has been judged by Ofsted to be Good or better.
- 4.3.2. 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.  
Our DSL will work together with the DSL at the AP to ensure that any safeguarding concerns are followed up appropriately.

### **4.4 EXCLUSIONS**

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

(October 2019).

- 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 EH, CiN or CP, the EH Practitioner or Social Worker will be informed.
- 4.4.3. 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

## **4.5 VULNERABLE GROUPS**

- 4.5.1 We ensure that all key staff work together to safeguard vulnerable children.
- 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 and has specific needs
  - Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
  - Is a young carer
  - Has a social worker
  - Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups
  - Is frequently missing/goes missing from care or from home
  - Is at risk of modern slavery, trafficking or exploitation
  - Is at risk of being radicalised or exploited
  - 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 a privately fostered child
  - Is an international new arrival, refugee or asylum seekers
  - Is looked after, previously looked after or under a special guardianship order.
  - Requires mental health support
- 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 behavior, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEND 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, 126)

4.5.3 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, 114)

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

4.5.5. 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.

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

**5.1 KEEPING RECORDS** We use CPOMS an electronic system to record all actions in regards to safeguarding children.

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

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

5.1.3 We keep our safeguarding records secure.

5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as we are

informed of the new school. 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
- Record the concern using our safeguarding recording system

## **5.3 Procedure**

- Complete a note of concern immediately where physically possible and discuss with a DSL. All information will be recorded on CPOMS by a DSL.
- Concerns relating to marks or injuries should be recorded on a 'Body Map' outline which should be scanned and uploaded to CPOMS.

It is vital that staff do not:

- dismiss concerns or disclosures as insignificant, they may provide a vital link to other information.
- keep such concerns to themselves.
- promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially

Staff are made aware that it is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.

### Passing on concerns

Each case will be considered by the DSL who will decide what information to share with which staff.

### Further action

#### Decision Making

The DSL will decide, taking advice from the MSCB First Response Team (through the contact centre), if needed, which of the following actions is appropriate:

- If it is considered that a pupil has suffered or is at risk of significant harm, or that the concern might constitute a criminal offence, an immediate CP referral should be made.
- If the child is already 'Open to' a Social Worker an initial contact should be made with that Social Worker or if unavailable, the duty team member.

- If a child is considered to be potentially a Child In Need consent and advice for a Early Help Assessment should be sought.
- If the DSL decides that no further action should be taken at that time a record of the reasons for that decision will be noted. The DSL will keep a record of all information collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making.

If the school makes a CP referral/contact, the Manchester Safeguarding Children Board Procedure will be followed by the DSL.

After a telephone contact to the Contact Centre the DSL will email a written 'Safeguarding Children Referral Form' to the Contact Centre as soon as possible and ideally immediately after initial referral and at the latest within 24 hours.

#### Feedback

Within 24 hours the Children's Social Care Team (via the contact centre) should acknowledge a written contact. If no response is received the DSL should contact Children's Social Care (via the Contact Centre) to seek information. If this fails to get a response the DSL should contact the MSCB for advice. Whatever the outcome of reported concerns the DSL will report back to the member of staff involved and appraise them of the situation as appropriate, under the 'Need to Know' policy.

#### Vulnerable children - supporting pupils at risk

Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing some form of neglect or other abuse.

We will seek to provide such children with the necessary support and to build their self- esteem and confidence.

Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.

CP implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, help with changing or physical support or physical intervention. If a child, who is the subject of a Child Protection Plan, is missing from school without a verified valid reason the DSL will contact the assigned social worker. In the same way if a child that the school has concerns about, is missing the school will consider making a CP referral or contacting the police.

## **5.4 WORKING WITH PARENTS/CARERS**

- 5.4.1 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.

- 5.4.2 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.
- 5.4.3 We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.
- 5.4.4 We will inform, and gain consent from parents/carers if possible, if a referral is to be made to Children's Social Care or any other agency **unless it is believed that by doing so would put the child at risk** eg in cases of suspected sexual abuse. We will record the reasons if consent is not gained.
- 5.4.5 In such cases the DSL or Headteacher will seek advice from Children's Social Care.

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

## 5.5 CONFIDENTIALITY & INFORMATION SHARING

- 5.5.1 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.
- 5.5.2 Information about children will only be shared with other members of staff on a need-to-know basis
- 5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best



interests of the child's safety, welfare and educational outcomes. This is a matter of routine.

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

5.5.5 We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information lawfully and keep it safe and secure, with appropriate retention schedules.

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

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

5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups.

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 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

## **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 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

5.8.2. 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.

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

## **6. THE CURRICULUM**

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

6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have

access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

- 6.2. This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenge and to make informed choices in later life.
- 6.3 Personal Social and Health Education (PSHE), Sex and Relationship Education (SRE), Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.
- 6.4 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.
- 6.5 All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.
- 6.6 Children are encouraged to contribute to the development of policies.

## **7 . ONLINE-SAFETY**

- 7.1 Online safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- 7.2 The Internet is an essential element in 21<sup>st</sup> century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.4 We will ensure that appropriate filtering methods (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.

- 7.5 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.
- 7.6 We will ensure that children do not misuse their devices whilst in school.
- 7.7 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.
- 7.8 We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 7.9 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home
- 7.10 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.

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

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE and the LA model policy for Safer Recruitment
- 8.2 At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years
- 8.4 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.
- 8.5 The school maintains a single central record of all recruitment checks undertaken.
- 8.6. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 8.7 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.
- 8.8 Risk assessments are carried out on all volunteer activities as required.

## **9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

- 9.1 We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff and volunteers, including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk).
- 9.2 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.
- 9.3 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.
- 9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower.
- 9.5 Historic allegations will be referred to the police.

## **10.SAFETY ON & OFF SITE**

- 10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 10.2 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- 10.3 All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained.
- 10.4 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. We will always check the identities of contractors and their staff on arrival.
- 10.5 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.

- 10.6 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.
- 10.7 We have a work experience procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- 10.8 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.9 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.
- 10.10 We have a Health & Safety policy

### **11.00 Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- › Is serious, and potentially a criminal offence
- › Could put pupils in the school at risk
- › Is violent
- › Involves pupils being forced to use drugs or alcohol
- › Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See KCSIE for more information about child-on-child abuse.

#### **Procedures for dealing with allegations of child-on-child abuse**

If a pupil makes an allegation of abuse against another pupil:

- › You must record the allegation and tell the DSL, but do not investigate it

- › The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- › The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- › The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

### **Creating a supportive environment in school and minimising the risk of child-on-child abuse**

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- › Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- › Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- › Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- › Ensure pupils are able to easily and confidently report abuse using our reporting systems (tell a trusted adult)
- › Ensure staff reassure victims that they are being taken seriously
- › Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- › Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- › Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- › Ensure staff are trained to understand:
  - How to recognise the indicators and signs of different types of abuse, and know how to identify them and respond to reports

- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
  - Children can show signs or act in ways they hope adults will notice and react to
  - A friend may make a report
  - A member of staff may overhear a conversation
  - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- › Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children’s social care to determine this
- › There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

## **12 Sharing of nudes and semi-nudes (‘sexting’)**

### **Staff responsibilities when responding to an incident**

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as



‘sexting’ or ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- › View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- › Delete the imagery or ask the pupil to delete it
- › Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- › Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- › Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- › Whether there is an immediate risk to pupil(s)
- › If a referral needs to be made to the police and/or children’s social care
- › If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- › What further information is required to decide on the best response
- › Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- › Whether immediate action should be taken to delete or remove images or videos from devices or online services
- › Any relevant facts about the pupils involved which would influence risk assessment
- › If there is a need to contact another school, college, setting or individual
- › Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children’s social care if:

- › The incident involves an adult
- › There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)

- › What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- › The imagery involves sexual acts and any pupil in the images or videos is under 13
- › The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

#### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

#### **Informing parents/carers**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

#### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through a police community support officer, local neighbourhood police, dialling 101 or 999 if deemed appropriate.

#### **Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 5 of this policy also apply to recording these incidents.

#### **Curriculum coverage**

Pupils are introduced to the issues surrounding the sharing of pictures as part of our PSHE and computing programmes. Pupils are taught about safety on line and how to report any concerns.

## **APPENDICES**

**Below are a number of links and documents that are referred to in the policy above.**

### **A (1) Legislation & statutory guidance**

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#).

This policy is also based on the following legislation:

- › Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- › [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- › [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- › Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- › [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- › [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- › Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- › [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- › [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- › [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- › [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- › The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification

Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children

- › This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

Our policy complements and supports other relevant school policies (Appendix E).

OFSTED elements linked to Safeguarding- this is not an exhaustive list but key points

### **Safeguarding in the EYFS – see link below for details**

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>

## **A(2) Definitions in summary and then more details below**

**Safeguarding and promoting the welfare of children** means:

- › Protecting children from maltreatment
- › Preventing 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
- › Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Appendix 1 defines neglect in more detail.

**Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

**Children** includes everyone under the age of 18.

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

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

**Victim** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

**Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what’s appropriate and which terms to use on a case-by-case basis.

## **Significant Harm**

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

## **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces an illness in a child.

## **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

## **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

## **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse for example.

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

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

### **Documents to support safeguarding**

- 'Keeping Children Safe in Education', in full - latest update, currently September 2022
- Ofsted Section 5 Inspection Framework for Schools
- Inspecting Safeguarding in Early Years, Schools & Skills Settings'
- 'Working Together to Safeguard Children'
- Prevent Duty, Section 26 Counter Terrorism & Security Act
- FGM Duty, Multi-agency Statutory Guidance on FGM 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 Designated Teacher for LAC Guidance
- DFE Supervision of Regulated Activity
- Disqualification under the Childcare Act 2006, update 31<sup>st</sup> August 2018
- Alternative Provision, Stat guidance
- Teachers' Standards
- Governors' Handbook
- 'Listening to & involving children & young people', stat guidance
- Health & Safety Legislation

## **B.Non-statutory Guidance**

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

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

Links to:-

- MSP Website:-

- MSP & GM Policies
- MSP Multi-agency Levels of Need & Response Framework,
- Safeguarding Concerns, Guidance & Proformas, including escalation process
- MSP LADO Referral Process
- MSP Learning From Serious Case Reviews
- Help & Support Manchester Website:-
- Early Help Strategy, Guidance, Assessments & Referrals
- Signs of Safety Strategy, Guidance & Resources
- National Police Chiefs' Guidance

## **D. Links to Other Relevant School Policies/Procedures**

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers
- Whistle blowing
- Code of conduct
- Grievance policy

## **E. Links to Other Education Department Policies/Guidance**

### Schools Hub

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

UKIS Governors' Guidance for Online Safety

## **F. Abbreviations**

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