

# **Child Protection and Safeguarding Policy**

West Didsbury CE Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is <b>Kieran Roberts</b>		
In their absence, the authorised member of staff is <b>Victoria Rippon</b>		
KEY SCHOOL STAFF & ROLES		
Name	Role	Contact Phone Number
<b>Kieran Roberts</b>	Designated Safeguarding Lead (DSL); Head of School	0161 448 1611
<b>Kerry Laffey</b>	Designated Safeguarding Lead (DSL); Assistant Headteacher	
<b>Kate Sheehan</b>	Deputy Designated Safeguarding Lead (DSL); SENCO	
<b>Kate Chapman</b>	Deputy Designated Safeguarding Lead (DSL); KS2 Lead Designated Person for Looked After Children	
<b>Lisa Burns</b>	Mental Health Lead for Children and Adults	

NAMED GOVERNORS for Safeguarding & Prevent	Contact Phone Number/Email
<b>Felicity Bradley</b>	0161 448 1611

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 as detailed in this policy

Review Date	Changes made	By whom
6/09/2023	Policy reviewed	Victoria Rippon
11/09/2023	Policy reviewed	Victoria Rippon
22/03/2024	Policy reviewed (incorporating references to EYFS framework)	Victoria Rippon

## Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
September 2025	TBC on 21 <sup>st</sup> Oct	Felicity Bradley
September 2024	29 <sup>th</sup> October 2024	Felicity Bradley
September 2023	TBC in Nov 2023 at 1 <sup>st</sup> full LGB	Felicity Bradley
September 2022	15.09.2023	Felicity Bradley

## Summary of Safeguarding Procedures

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

- **Pass your concerns to one of the available DSL's** as soon as possible. You will be asked to record your concern in as much detail as you can (teaching staff to add this to CPOMS). The DSL's will decide on which action to take. This may involve a referral to Children's Services. You will be informed of which action is taken.
- **If for any reason a DSL is not available**, such as out of hours, and you are concerned that a child is at immediate risk of harm, we recommend that you call for advice. The advice line numbers are as follows:  
Early Help Hub (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  
If you have concerns about any adult who works with children (eg. staff member, childminder etc) please report your concern to the.
- **All concerns regarding adults working with children**, eg. poor or unsafe practice and potential failures in our safeguarding regime internally or externally, including low- level should be reported to the head teacher, unless concerning the head teacher in which case it should be reported to the chair of governors (0161 998 3663). Advice line in the absence of these personnel: Manchester LADO: 0161 234 1214; NSPCC Whistleblowing Helpline: 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

See 'What to do if you have concerns about a child' flowchart – Appendix G

***Staff should always follow the ethos that 'it could happen here' and never assume that someone else will take action.***

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.

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## **APPENDICES:**

- A: Key Legislation, Statutory Guidance & Ofsted Framework B:  
Other Government & National Guidance
- C: Local Policies & Guidance (MCC, Greater Manchester & Manchester Safeguarding Partnership)
- D: Other Relevant School Policies/Procedures
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## 1. INTRODUCTION

This policy has been updated to reflect Keeping Children Safe in Education (KCSIE) 2025 (July 2025 “for information” version, final version in force from 1 September 2025), Working Together to Safeguard Children (December 2023), and the statutory Working together to improve school attendance (August 2024). Where guidance is signposted for future updates (e.g. RSHE and gender-questioning children), the school will review and update this policy again when the Department for Education publishes final guidance.

Through this policy we aim to create and maintain a safe learning environment from EYFS through to Y6, 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)

Safeguarding and promoting the welfare of children goes beyond implementing basic child protection procedures. The aims of this policy are in accordance with both our Mission Statement/guiding principles and our Equal Opportunities Policy and it is an integral part of all of our activities and functions. We have adopted a whole school approach to safeguarding children. This involves everyone in the school, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development.

*Our Christian school exists to provide a welcoming environment in which everybody is cherished and challenged to fulfil their potential – through the guiding principles of **belonging, believing and becoming**.*

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 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 safeguarding arrangements and **will** ensure that they comply with their duties under legislation. They **will** have regard to KCSiE 2025, ensuring policies, procedures and training in their school is 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.
- Governors facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.
- Where there is a safeguarding concern, they and school 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. This is done with children through PSHE sessions, worship time and information workshops. Information is shared with children in the form of a booklet.

- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has an effective Child Protection Policy
- The school has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained as required (through CPOMS).
- More than one emergency number is held on file for each pupil.
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- Our safeguarding policy and our staff Code of Conduct are 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, including appropriate use of references and checks on new staff and volunteers (Recruitment checklist). The governing body continue to monitor this procedure. See Safer Recruitment Policy.
- 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. This is reported to governors and monitored accordingly.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures.
- 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 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.
- 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.
- Senior members of staff, known as the DSLs and Deputy DSLs, are appointed with a clear job description, this includes a designated lead in our Early Years setting. The Head of School and other DSL 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 and is included in the staff handbook and volunteers’ handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through in the form of a booklet 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.
- 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.
- 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.
- At least one person who has a current pediatric first aid certificate is on the premises and available at all times during the school day and on outings.
- EYFS staff have sufficient understanding of the English language to ensure the well-being of children in their care.

### **2.3 OUR DESIGNATED SAFEGUARDING LEADS (DSLs)**

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 DSLs, 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/commission support and training for staff and volunteers – full accredited safeguarding training (The Key) is provided annually with regular updates throughout the year. A training register is kept to ensure arrangements are made for staff who are not in attendance or staff who join the school throughout the year.
- 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. This includes close liaison, monitoring, recording & follow-up.
- 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, including the Signs of Safety approach to report writing.
- 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 takes place annually. Team DSL supervision takes place termly. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.
- 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.
- Maintain child protection information on children/families through CPOMS by keeping them up to date. Keep information confidential and only sharing information to relevant personnel only.

- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues (KCSiE, 191-196)
- Share and transfer safeguarding and child protection information as appropriate.
- Always be available during school hours during term time, and at other times as designated by the Headteacher. Staff are aware of arrangements for reporting concerns out of hours/holidays if none of the DSLs can be contacted.
- 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 radicalisation
- Continue to check on Encompass reports from GMP and act appropriately.
- 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 child protection policy is available publicly (on school website) 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 in this. Regular safeguarding updates/notices will be sent to the school community on a regular basis through the school newsletter to signpost the policy and provide relevant key messages.
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child

## **SCHOOL 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 at least Part One/Annex A and 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 and Safe & Together. Staff are also to be trained

how to effectively ensure that the voices of children are listened to and taken account of.

- Attend training sessions/briefings as required to ensure that they follow relevant school 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, under the guidance of the DSL
- 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

This training will be regularly updated



- 3.2** All staff must ensure that they have read and understood KCSiE: Part One/Annex A and Annex B. A link will be provided to all staff and staff will need to declare that they have read the relevant sections.
- 3.3** All staff will receive child protection training yearly 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, eg. Through bulletins and staff meetings.
- 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.
- 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. All arrangements and policies are shared, discussed and reviewed.
- 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. Safer Eating (EYFS 2025)**

- 4.1** From 1st September 2025, the Early Years Foundation Stage (EYFS) statutory framework introduces new safeguarding and welfare requirements for safer eating practices. Our school is committed to implementing these measures to ensure the safety and wellbeing of all children during mealtimes.
- 4.2** Supervision: Children must be within sight and hearing of staff at all times while eating. Staff will remain alert to signs of choking and prevent food sharing.
- 4.3** Paediatric First Aid: A paediatric first aid (PFA) trained member of staff will be present in the room during all eating times. Our PFA are:
  - Kate Chapman (SENDCo), Stef Phoenix, Joanne Evans and Rachel Copland.
- 4.4** Dietary Information: Before admission, we collect and regularly update information on each child's dietary requirements, allergies, intolerances, and health needs.
- 4.5** Allergy Action Plans: We work with parents/carers and healthcare professionals to create and maintain allergy action plans. These are shared with all relevant staff.
- 4.6** Nominated Food Checker: Each child will have a nominated staff member responsible for checking that any food and drink offered is safe for them to consume.

- 4.7** Safe Food Preparation: Food will be prepared in a way that prevents choking, following DfE food safety guidance.
- 4.8** Seating and Environment: Children will be seated safely in appropriately sized low chairs. Distractions will be minimised to support safer eating.
- 4.9** Introducing Solids: We will consult with parents/carers to introduce solid foods at a pace appropriate to each child's developmental stage.
- 4.10** Staff Training: All staff will be trained to recognise symptoms of allergies and anaphylaxis and understand appropriate treatments.
- 4.11** Nutrition Guidance: We follow the DfE Early Years Nutrition Guidance to ensure meals, snacks and drinks are healthy, balanced and nutritious.

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

### **5.1 PUPIL VOICE**

Children are encouraged to contribute to the development of policies and share their views. This is usually done via the school council.

**5.1.2** We support the LA in its progress towards UNICEF Child Friendly City status and participate in the UNICEF Rights Respecting School programme and are accredited at Gold Level.

### **5.2 POOR ATTENDANCE**

(references to 'absent' children throughout KCSiE 2023)

We adopt Manchester's Attendance Policy and Strategy and view poor attendance as a safeguarding issue. In line with the statutory guidance Working together to improve school attendance (August 2024), we will:

- Accurately complete admission and attendance registers and follow effective daily processes to follow up absence, with at least two emergency contacts for each pupil.
- Share daily attendance data with the Department for Education as required by regulation and use the secure dashboards to identify pupils who need support.
- Work in partnership with parents/carers, the local authority (including the School Attendance Support Team) and other agencies, using a 'support first' approach, to remove barriers to attendance, with targeted support meetings where risk of persistent or severe absence is identified.
- Be particularly mindful of pupils absent due to mental or physical ill health and/or SEND; we will provide appropriate support and consider reasonable adjustments.
- Report Children Missing Education (CME) concerns promptly and follow Manchester procedures.
- Follow Manchester's 'Emotional Barriers to School Attendance' guidance for anxiety-related absence.



- Recognise that being absent (as well as missing) from education can be a warning sign of abuse, neglect or exploitation, and ensure timely safeguarding responses.

### **5.3 ALTERNATIVE PROVISION (AP)**

We will only place children with AP providers that meet statutory requirements and quality expectations. The school remains responsible for safeguarding pupils we place in AP. Before and during any placement we will:

- Obtain written confirmation from the AP that appropriate safer recruitment and safeguarding checks

(including DBS, barred list where applicable, and references) have been undertaken for all relevant staff and

that we will be notified of any staffing changes or arrangements that might put a child at risk.

- Always know where a child is being educated during school hours, including keeping records of the AP's address and any subcontracted or satellite sites.
- Ensure effective information sharing between DSLs, including risk assessments, behaviour plans and attendance tracking.
- Review placements regularly (at least half-termly or sooner if concerns arise) to assure safety, suitability and impact, and take immediate action if a placement is unsafe or not meeting the child's needs.

Ensure transport and transitions are considered as part of the risk assessment.

### **5.4 EXCLUSIONS**

5.4.1 We comply with statutory regulations and with the LA Inclusion Policy (Appendix C).

5.4.2 The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.

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

5.4.4 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.

### **5.5 VULNERABLE GROUPS**

5.5.1 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.

This is done through multi-agency and team meetings, Early Help referrals, CPOMS record keeping, interventions (eg. Pastoral support), pupil voice arrangements etc.

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

- 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

5.5.3. 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)

5.5.4 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)

5.5.5. 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.

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

5.5.7 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.

## **5.6 CHILD ON CHILD ABUSE (KCSiE, Part 5 & Part2,156)**

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

5.6.2 Our separate Child on Child Abuse Policy 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 2023 – ensuring that school makes relevant professional referrals for support and contributes to this multi-agency working in line with the statutory guidance in ‘Working Together to Safeguard Children’

## 5.7 ELECTIVE HOME EDUCATION

- 5.7.1 We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child’s best education is at the heart of the decision.
- 5.7.2 We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs
- 5.7.3 If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made.
- 5.7.4 We will inform Manchester LA of all deletions from the admission register when a child is taken off-role and we understand that a child may be removed from roll as soon as the parent has informed us of their decision.
- 5.7.5 We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education

## 5.8 COMMUNITY SAFETY

### 5.8.1 Serious violence

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

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

### 5.8.3 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. This is done through curriculum and worship time focuses (at times using outside agencies), and pastoral support.

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

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

### **6.1 KEEPING RECORDS**

Our school uses CPOMS as a software platform to keep records, file documents and report on safeguarding, pastoral and welfare issues. Through this, and via the school SIMS system:

- 6.1.1 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.
- 6.1.2 We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- 6.1.3 We keep our safeguarding records secure and confidential.
- 6.1.4 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 (CPOMS archive) in accordance with our Records Policy (See Appendix E) and statutory and LA Guidance (See Appendices A, B & D).

### **6.2 RECORDING AND REPORTING CONCERNS**

- 6.2.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix A). If a concern arises all staff, volunteers and visitors must:
- Speak to a DSL
  - Agree with this person what action should be taken, by whom and when it will be reviewed
  - Record the concern using CPOMS

See What to do if you have concerns about a child: Flowchart (Appendix G)

### 6.3 WORKING WITH PARENTS/CARERS

- 6.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.
- 6.3.2 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.
- 6.3.3 We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.
- 6.3.4 We will inform, and gain consent from parents/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. We will record the reasons if consent is not gained.
- 6.3.5 In such cases the DSL or Headteacher will seek advice from Children's Social Care AGS.

### 6.4 MULTI-AGENCY WORKING

- 6.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 6.4.2 We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.
- 6.4.3 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
- 6.4.4. 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.

### 6.5 CONFIDENTIALITY & INFORMATION SHARING

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

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

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

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

6.5.5 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)

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

6.6.1 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.

6.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. In some cases, staff may still attend these meetings in school holidays (in person or virtually), or DSLs will provide a written update, or a report if required, if attendance is not possible, and notice to this effect given to all professional team members and parents/carers.

6.6.3 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.

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



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

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

## **6.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS**

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

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

6.7.3 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.

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

## **6.8 LEARNING FROM SERIOUS CASES**

6.8.1 MSP will always undertake a child practice review (CPR) previously called a serious case review (SCR) when a child dies (including death by suicide) and abuse 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

6.8.2. 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.

6.8.2 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.

## **7. 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.

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

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

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

7.1.4 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.

7.1.5 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. This is shared with children regularly, eg. Through PSHE lessons, awareness sessions, worship time.

7.1.6 Children are encouraged to contribute to the development of policies as listed in 4.1.

7.1.7 Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2,129)

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

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

## 8. DIGITAL SAFEGUARDING (KCSiE, Part 2, 135-148)

Digital safeguarding is a whole-school safeguarding responsibility. We protect and educate pupils, students and staff in their use of technology and have mechanisms to identify, intervene in and escalate concerns. We consider the 4Cs of online risk — content, contact, conduct and commerce. Under ‘content’ risks, we explicitly include misinformation, disinformation (including fake news) and conspiracy theories. Our approach includes:

- Filtering and monitoring: We meet the DfE Filtering and Monitoring Standards and complete an annual self-assessment using the DfE Plan technology for your school service. Leadership (including the DSL) understands how our systems work in practice and how concerns are escalated.
- Generative AI: We follow DfE’s Generative AI: product safety expectations and ensure any AI tools used for learning are safe, age-appropriate and subject to our filtering/monitoring and data protection controls.
- Cyber security: We take appropriate action to meet the DfE Cyber Security Standards for schools and colleges to safeguard systems, staff and learners, and we review effectiveness periodically.
- Education: We build pupils’ digital resilience and critical media literacy through the curriculum and parent engagement, including support for safe use of social media and home learning.
- Acceptable use: We maintain separate AUPs for staff and pupils and clear expectations for personal devices and smart technology on site.
- Review: We review our online safety approach and risk assessment at least annually and sooner if new risks emerge.

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

**8.2** We consider the 4 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.

**8.3** 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.

- 8.4** Children are not permitted to have mobile phones or smart devices in school. Year 6 pupils, who walk to school by themselves, through parental request, are permitted to bring a phone in school, but this must be kept in the school office.
- 8.5** We ensure our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility
- 8.6** We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness.
- 8.7** We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children.
- 8.8** We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. Staff are expected to adhere to the Code of Conduct Policy.
- 8.9** We will complete online safety audits as appropriate to our needs and know where to access recommended models (using 360/SWGfL).
- 8.10** We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. Up to date information is shared with parents through Class Dojo and our school Newsletter.
- 8.11** We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. Staff follow school policy/handbook when communicating with families online (using Class Dojo or Email only). Guidance is given during safeguarding training. Other sources of social media are not permitted for communications with families. Home learning is provided through Google Classroom.
- 8.12** 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)

## 9. SAFER RECRUITMENT & SELECTION OF STAFF

- 9.1** Our recruitment and selection policies and processes adhere to the DfE guidance, KCSiE and the LA model policy for Safer Recruitment (Appendices A & D)
- 9.2** Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school. These measures are outlined below and expanded in our Safer Recruitment Policy.
- 9.3** 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.
- 9.4** Our job adverts will include safeguarding requirements and the schools commitment to safeguarding and promoting the welfare of children
- 9.5** Our job adverts will make clear that safeguarding checks will be undertaken, including online checks for shortlisted candidates
- 9.6** We understand the process around filtering offences
- 9.7** 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.
- 9.8** We do not accept CVs in place of an application form.
- 9.9** 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
- 9.10** Applicants must sign a declaration confirming information given is true
- 9.11** References are requested by the school before interview and open references are not acceptable
- 9.12** Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
- 9.13** We will investigate at interview if any concerns have come to light about the candidate through the self-declaration or online checks.
- 9.14** We involve pupils in the process in a meaningful way
- 9.15** All information in the decision-making process is recorded along with the decisions made
- 9.16** Correct pre-employment checks are carried out and appropriately stored on the single central record, this includes checks that they have relevant qualifications and training.
- 9.17** We understand and complete appropriate processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate
- 9.18** We understand the check which needs to be made for individuals who have lived or worked outside the UK

- 9.19** We adhere to duties which must be performed in relation to agency and third party staff, contractors, trainees or student teachers, visitors and volunteers
- 9.20** 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
- 9.21** 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.
- 9.22** 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).
- 9.23** 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).
- 9.24** The school maintains a single central record of all recruitment checks, updated and monitored at least termly, by senior leadership and governor.
- 9.25** Trainee teachers will be checked by the training provider, from whom written confirmation will be obtained before the student can start their placement.
- 9.26** 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. This will be checked on arrival by reception staff.
- 9.27** 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.
- 9.28** Risk assessments are carried out on all volunteer activities as required.

## **10 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS**

- 10.1** 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
- 10.2** 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
- 10.3** We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated
- 10.4** 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
- 10.5** We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'.
- 10.6** 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)
- 10.7** 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
  - Inappropriate conduct outside of work
  - Those raised during recruitment and vetting processes

- 10.8** Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimising the risk of abuse
- 10.9** Although low level concerns may not meet the harm threshold, they are not insignificant.
- 10.10** All low level concerns are reported to the headteacher and may also be self-referred (KCSiE provides further clarity on processes- 423-440)
- 10.11** 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.
- 10.12** We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. This has been shared during safeguarding staff training and notices are displayed in staff areas.
- 10.13** Historic allegations will be referred to the police.

## **11 SAFETY ON & OFF SITE**

- 11.1** Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 11.2** We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- 11.3** 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.
- 11.4** Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check.
- 11.5** 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.



- 11.6** We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- 11.7** 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.
- 11.8** 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.
- 11.9** 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.
- 11.10** 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.
- 11.11** We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.
- 11.12** We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement over school age has been subject to the appropriate level of DBS check.
- 11.13** All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 11.14** Our Health & Safety policy and Educational Visits Policy details the requirement for risk assessments, safe staffing ratios, methods for contacting parents and for reporting to the emergency services, including police and hospitals.
- 11.15** We have read and considered the MCC/One Education Critical Incident guidance, the DfE Emergency planning and response for education, childcare and children's social care settings and School and College Security GOV.UK and we have a Critical Incident policy in place.



**11.16** We ensure that staffing arrangements/ratios meet the needs of pupils according to their age (and in line with guidance in the EYFS framework 2025), to ensure their safety – ie. Adequate supervision, including whilst eating. This includes supporting our EYFS pupils with their eating needs.

**11.17** Qualifications for EYFS staff and managers are in line with expectations as set out in the EYFS framework 2025.

## **12 COMPLEX SAFEGUARDING**

### **Serious violence**

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

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

### **Child Criminal Exploitation and Child Sexual Exploitation**

**12.2.1** 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.

**12.2.2** 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)

**12.2.3** 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

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

**12.2.5** 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'.

12.2.6 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, such as NSPCC and GMP.

12.2.7 We are familiar with My Safety Planning approach for Child protection in extra- familial harm circumstances

### **13. STAFF READING REQUIREMENT**

All staff will read Part 1 of KCSIE 2025 (July 2025 for information version; final version in force from 1<sup>st</sup> September 2025). This who do not work directly with children will read either Part 1 or Annex A according to the Headteacher's assessment. Staff working directly with children will also read Annex B. We provide annual training and knowledge checks to ensure understanding and compliance.

## APPENDICES

Our policy is based on the following legislation, national & local guidance/procedures and links to other relevant school policies

### Legislation, Statutory Guidance & Ofsted Framework

#### Definitions of Abuse & Neglect from 'Working Together to Safeguard Children' (updated 2018)

##### 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.

## **'Keeping Children Safe in Education', September 2023**

Part 1 & Annex A of 'Keeping Children Safe in Education (KCSIE), September 2023 - statutory guidance to be read by staff, volunteers and visitors as determined by the headteacher and Governing Body (link below).

It signposts to key legislation as well as signposting to useful organisations and resources.

- [Keeping Children Safe in Education](#)
- [Ofsted Section 5 Inspection Framework for Schools](#)
- [Inspecting Safeguarding in Early Years, Schools & Skills Settings'](#)
- [Prevent Duty, Section 26 Counter Terrorism & Security Act](#)
- [FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015](#)
- [Domestic Abuse Act 2021](#)
- [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 Regulated activity in relation to children: scope](#)
- [Alternative Provision, Stat guidance](#)
- [Teachers' Standards](#)
- ['Listening to & involving children & young people', stat guidance](#)
- [Health & Safety Legislation](#)
- [Equality Act](#)
- [Filtering and Monitoring standards](#)
- [Working Together to Safeguard Children 2023](#)

- [Working Together to improve school attendance September 2022](#) This will be replaced by the following document from August 2024: [Working together to improve school attendance August 2024](#)
- [EYFS Statutory Framework](#) (Section 3)
- [Guidance for Safer Working Practice for those working with children and young people in education settings \(Safer Recruitment consortium\)](#)
- [Safeguarding children and protecting professionals in early years settings: online safety considerations](#)

## 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
- DfE Sexual Violence and Sexual Harassment in Schools and Colleges advice
- DfE Promoting the education of children with a social worker -Virtual School Head role extension June 2021
- NSPCC 'When to call the police'

## 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
- MSP on Sexual Harassment
- GM Weapons Carrying Guidance
- SYV Protocol

Help & Support Manchester Website:-

- Early Help Strategy, Guidance, Assessments & Referrals
- Our Practice in Manchester website:-
- Signs of Safety Strategy, Guidance & Resources
- MThrive

- National Police Chiefs' Guidance

## **Links to Other Relevant School/EY Setting/College Policies/Procedures**

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Relationships Education, Relationships and Sex Education and Personal Social and Health Education
- Equal Opportunities
- Online 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
- Child on Child Abuse
- Code of Conduct (for staff)

## **Links to Other Relevant MCC 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
- Anxiety Based School Avoidance Guidance
- Weapon Carrying in Schools and Colleges Guidance
- MCC Elective Home Education Policy
- MCC Alternative Provision guidance and approved provider list

## UKIS Governors' Guidance for Online Safety

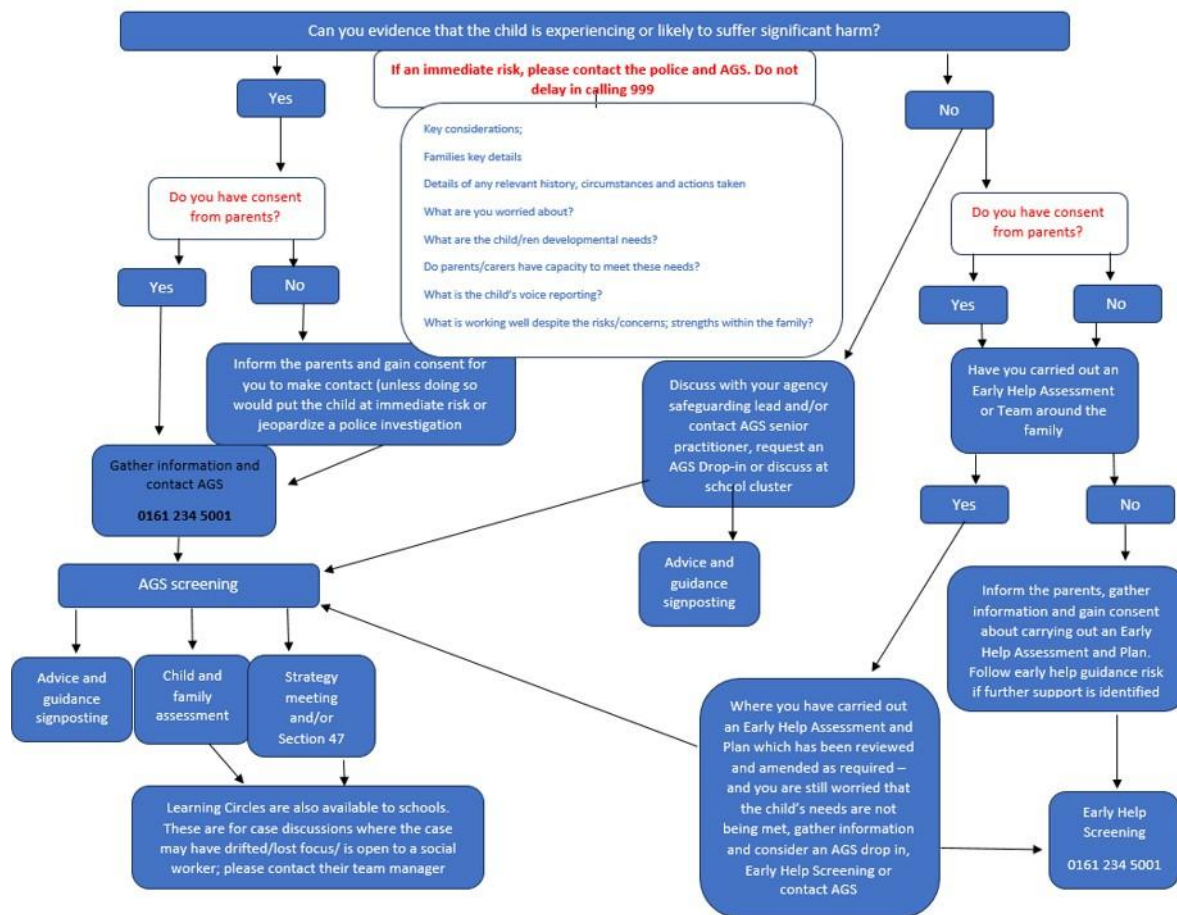
### • Abbreviations

- 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



## Concerns Flowchart

What to do if you have concerns about a child: Flowchart



## Children Missing in Education Procedure Chart

**Children Missing Education**  
School Process – 10 Day Unauthorised Absence

**Children Missing Education**  
School Process – Destination Known

TIMESCALE	ACTION	RESPONSIBILITY
1 <sup>ST</sup> – 10 <sup>TH</sup> School Day	Child does not attend school. Initial enquiries are made to contact family, including home visit, social care checks etc.	School
11 <sup>TH</sup> – 20 <sup>TH</sup> School Day	School complete 10 Day Unauthorised Absence Notification Form - <b>10DN2</b> (appendix 1) and forward to LA CME team: <a href="mailto:cme@manchester.gov.uk">cme@manchester.gov.uk</a> Who will begin reasonable enquiries to identify child's whereabouts. Should an address and forwarding school be found Manchester school can off roll child.	School LA CME Team
4 weeks of absence – remove child from roll	Following reasonable enquiries, should the whereabouts of the child still be unknown school can remove from the roll. CME Team will continue their enquiries, following the CME team flowchart (appendix 2), open a CME Involvement on ONE to log all investigations/outcomes.	School LA CME Team

