



THE FEDERATION OF ST. EDMUND'S AND ST. PATRICK'S R.C. PRIMARY SCHOOLS

SAFEGUARDING AND CHILD PROTECTION POLICY

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SAFEGUARDING & CHILD PROTECTION POLICY

We come to a Roman Catholic School and so believe that Jesus was born, died and rose again for everyone. We aim to help, encourage and show God's way to our families, making sure that our Catholic traditions and faith are kept alive. Each year at school, we learn a little bit more about our faith so that we can grow to love God and each other more.

At our schools, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice. Therefore, this policy will reflect the Catholic identity and mission of our schools and the values it proclaims.

The six principles of nurture

A child's welfare, well-being and safety is of the utmost importance to us. A child can't learn or make any progress in school if they don't feel safe or secure. We all know they need to be happy and we are here to ensure all of our children are nurtured to reach their full potential.

The six principles of nurture support us to do this by understanding:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children

INTRODUCTION

This policy is an updated version for 2024-2025 and is adapted from the Manchester City Council's model policy.

This policy has been developed to ensure that all adults in the Federation of St. Edmund's & St. Patrick's R.C. Primary Schools are working together to safeguard and promote the welfare of children and young people. This policy has been reviewed by staff, presented, approved & ratified by the Full Governing Body on 9th October 2024. This policy was originally published on 10th October 2024 and will be reviewed annually.

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 to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

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

See KCSIE Part 1, Part 5 & Annex B, for definitions of

- Abuse and Neglect including physical, emotional and sexual abuse
- Channel
- Child Abduction and Community Safety Incidents
- Child on Child abuse including sexual harassment, undressing, upskirting and 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 and 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 and breast ironing.

We will also follow the schools' risk assessments, policies and procedures in relation to the response to a crisis situation.

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

Our governing bodies and proprietors should ensure they facilitate a whole school approach to safeguarding. This means involving everyone in the Federation are ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at heart.

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

- **Providing help and support to meet the needs of children as soon as problems emerge.**
- **Protecting children from maltreatment, whether that is within or outside the home, including online.**
- **Preventing the impairment of children's mental health 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.**

(KCSiE 1.3)

Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children December 2023' and 'Keeping Children Safe in Education 2024' Our policy ensures that we comply with our Statutory Duties (Appendices A & B).

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).

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).

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

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 federation's safeguarding arrangements and will ensure that they comply with their duties under legislation. They will have regard to KCSiE 2024, ensuring policies, procedures and training in their schools are effective and comply with the law at all times.

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

Our **Governing Body** will ensure that:

- All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety.
- Named members are identified as the designated governors for Safeguarding and for Prevent and receive appropriate training.
- 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 2.79, 2.94-96).
- They 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. They will do this by making sure school leaders complete regular welfare checks with children who have social care involvement, school have received an operation encompass or have had previous social care involvement.
- The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has an effective Safeguarding & 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
- More than one emergency number is held on file for each pupil.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Termly meetings occur with the

Designated Safeguarding Lead and the Safeguarding Governor to complete a site survey and to discuss policies and procedures.

- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually. An addendum or appendices may be added during periods of crisis to reflect changes in circumstance.
- We operate safer recruitment and selection practices in accordance with Part 3 of KCSIE 2024, including appropriate use of references and checks on new staff, volunteers and contractors. This is monitored by our Administration Co-Ordinator.
- We will ensure that new checks are carried out on existing staff, as a matter of good practice, as determined by our Governing Body. Where staff have given consent, checks will be made using the update service.
- We will carry out annual self-declaration relating to criminal convictions incurred since previous criminal record check/Disclosure and Barring Service (DBS) check.
- It is the expectation of the local authority that DBS for existing staff will be renewed every three years in line with MCC local agreement.
- 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 contractors who are in contact with children and young people, receive appropriate training and information about the safeguarding processes. All staff have an annual safeguarding update and every two years receive level 1 safeguarding training. All staff are provided with the KCSIE part 1 annually and sign to say they have read the document.
- There is appropriate challenge and QA of the safeguarding policies and procedures. All policies and procedures are shared with the safeguarding team and with the safeguarding governor to discuss and decide on best practice.
- There is suitable challenge of online safety so that online education duties are fulfilled.
- Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

2.2 Our Executive Headteacher

Our Executive 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 Executive 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, including identifying and responding to their needs.

Our Executive Headteacher will ensure that (they or) safeguarding staff (DSLs) are available to attend, Initial Child Protection (ICPC) Review Child Protection Conference (RCPC) and strategy meetings during school holidays and out of hours.

Our Executive headteacher will manage allegations against staff, (as the main point of contact for the LADO) and will ensure where a person is dismissed/left due to risk/harm to a child they inform the Disclosure and Barring Service as required, and where a crime may have been committed to the Police as required.

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

All schools and colleges should allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.’ (KCSIE, 2.113)

Our Executive Headteacher, Mrs. Clinton 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 show the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A Designated Senior Member of staff, known as the DSL, is appointed with a clear job description. They have lead responsibility for child protection, is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/Carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in our welcome pack.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff induction pack and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through our child friendly safeguarding policy and is accessible to all children in a number of different areas around the school.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals, interventions and the processes for escalation of concerns. Written referrals are shared with the safeguarding team through our online safeguarding reporting system (CPOMS) and are monitored by all members of the safeguarding team to ensure quality referrals are made. These are then discussed at weekly safeguarding meetings.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively. All staff are aware of the whistleblowing policy as this is part of the annual staff briefing and policy review. There are information posters in the staffrooms on how to contact the Local Authority Designated Officer (LADO).
- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. Risk assessments are in place for all visitors.
- The safeguarding team will consider wider environment factors in a child's life that maybe a threat to their safety and/or welfare.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We ensure that the thoughts, wishes and feelings of children are sought by completing regular welfare checks.
- We will ensure that all children are taught about safeguarding and that children recognise when they are at risk and how to get help when they need it.
- 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.
- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

2.3 Our Designated Safeguarding Lead (DSL)

The **Designated Safeguarding Lead (DSL)** has a specific leadership 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, including digital safeguarding and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a Deputy DSL but they take the ultimate lead for child protection. (Deputy DSLs are trained to the same standard as the DSL).

The DSL will always be available during school/college hours and provide out of house or out of term cover arrangements as agreed with senior leadership.

The DSL, together with the safeguarding team, will:

- Manage referrals -of suspected abuse and neglect to the local authority children’s social care as required and support staff who make referrals to local authority children’s social care - to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- Work with others, act as a source of support, advice and expertise for all staff, act as a point of contact with the safeguarding partners, liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019. As required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member. Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically. Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health. Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances. Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school. This includes: ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.
- Share information and manage the child protection file
- Files will be kept up to date, confidential and stored securely. School will use the CPOMS system to record and store information.
- Files will only be accessed by those who need to see them and if content needs to be shared, we will follow the appropriate information sharing advice
- Files will be transferred to a new school as soon as possible and within the first five days of the start of a new term
- For in-year transfers, files will be shared with new school within 5 days
- Confirmation of receipt from the new school should be obtained
- Where we receive files for a new starter, key staff will be made aware as required.
- Where appropriate, files may be shared with a new school in advance of the child leaving to enable the right safeguarding support to be put in place

- Raise awareness by ensuring each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.
- Support the Executive Headteacher in ensuring staff are aware and confident of raising concerns about staff
- Undertake training, increase knowledge and skills
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- Understand the views of children
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support for staff
- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Hold and share information

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.
- In addition, to be able to respond to the specific needs of children in Manchester, the DSL will
- 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.
- Specify the roles and responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENCO, Attendance Lead, Designated Person for Looked After Children, Mental Health Lead
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child

2.4 All Staff

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

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance.
- Read Part One/Annex A/Annex B of KCSiE 2024 as directed by senior leaders and appropriate to individual roles.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help, Signs of Safety, Safe & Together and ensuring that the voice of children are listened to and taken account of.
- Attend training sessions/briefings as required to ensure that they follow relevant policies/procedures e.g. behaviour management policy/physical restraint policy.
- Provide a safe environment where children can learn.
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Will seek the thoughts, wishes and feelings of the child through regular welfare checks.
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue.
- Be approachable to children and respond appropriately to any disclosures.
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious and actively build trusted relationships which facilitate communication.
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child.
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals.
- Attend multi-agency meetings as required, if appropriate to their role.
- Be aware of the local early help processes and understand their role in it.
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role.

- Provide targeted support for individuals and groups of children as required, if appropriate to their role.

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

3. TRAINING AND RAISING AWARENESS

In accordance with KCSIE 2024, all new staff, supply teachers and regular volunteers will receive appropriate safeguarding information during induction (including online safety and their responsibilities in relation to filtering and monitoring). All new staff, receive induction from their mentors on staff code of conduct, safeguarding policy, behaviour policy, safeguarding response to children who go missing from education and the role and identity of the designated safeguarding lead and deputies. This training will be regularly updated.

All staff must ensure that they have read and understood 'KCSIE 2024: Part One, Annex A and Annex B'. During the annual safeguarding briefing all staff will be given a copy of the 'KCSIE 2024' to read and sign for.

All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child. All staff will complete safeguarding training every two years and will receive a briefing annually.

All staff members will receive regular safeguarding and child protection training and updates, including digital safeguarding and their role and responsibility in relation to filtering and monitoring as required, providing them with the relevant skills and knowledge to safeguarding children effectively. They will receive updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively. At least one member of the safeguarding team will attend the Local Authority Safeguarding network termly. This information will then be shared with staff through the weekly bulletin.

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

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

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

PUPIL VOICE

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

Children will be listened to and their views will be taken seriously. School will use the three houses model to gain the views of the child.

Special provisions will be made for children who have communication difficulties; are unaccompanied or refugees; are victims of modern day slavery and or trafficking.

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 bronze level.

ATTENDANCE

We adopt MCC Attendance Policy and Attendance Strategy and reflect these in our own policy. We attend targeted support meetings related to attendance when required.

We view poor attendance as a safeguarding issue and in accordance with our Attendance policy, absences are rigorously pursued and recorded. This includes missing individual lessons (where appropriate), as well as being absent or late at registration (where appropriate). 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.

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.

We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

We will follow the Emotional Barriers to School Attendance guidance (MCC, updated version September 2024) to assist with strategies for supporting children and young people experiencing anxiety to return to school.

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

Parents must provide school with at least two emergency contacts for their child.

First day response to absence is for school to ring all contacts provided by parents. If no contact can be made by school, we will then complete a home visit. If we have concerns about the child we will then request a police welfare check.

School will maintain ongoing responsibility for safeguarding any child that attends alternative provision and we will obtain confirmation that providers have undertaken satisfactory safer recruitment checks in line with DfE, Keeping children safe in education.

ALTERNATIVE PROVISION (AP)

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.

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.

EXCLUSIONS

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

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.

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.

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.

VULNERABLE GROUPS

We ensure all key staff work together to safeguard vulnerable children. This includes those children causing a concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support. We will seek their views through regular welfare checks.

All staff have access to report concerns regarding a child on our school CPOMS system. This is monitored every half term by our DSL but during the weekly safeguarding meeting any issues identified on CPOMS are discussed and next steps actioned.

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 had 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
- has a social worker
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- 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
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is an international new arrival, refugee or asylum seeker;
- is 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

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, 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)

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.

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.

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.

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.

Children that are Looked After Children, previously Looked After and care leavers can face additional safeguarding challenges. All staff are aware that additional barriers can exist. These children will be able to have access to other professionals identified as appropriate.

CHILD ON CHILD ABUSE (KCSIE, Part 5)

All our staff recognise that children are capable of abusing their peers, including online. This is most likely to include, but not limited to, bullying (including cyber bullying, prejudiced based and discriminatory bullying), gender-based violence, sexual violence and sexual harassment, undressing, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sending nudes and/or semi nudes and initiating /instigating violence and rituals. Through training we ensure that all staff recognise that children can abuse their peers. The senior leadership team and governing body are responsible for ensuring that procedures exist to minimise the risk of child on child abuse and consider how allegations of child on child abuse will be investigated and dealt with. There is a clear procedure on how victims of child on child abuse will be supported. These issues will be addressed through our PHSE curriculum and assemblies throughout the year.

All staff are expected to refer to HM Government guidance ‘What to do if you’re worried a child is being abused – Advice for practitioners’ for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in Appendix C. Staff members who are concerned that a child might have been / is being abused by another child should follow safeguarding and child protection procedures and report to the DSL. Following this, staff will record the disclosure as soon as possible on CPOMS. This will be a record of the facts and not opinions by the staff. If a child is in immediate danger or at risk of harm a referral to children’s social care will be made and possible report to the police. In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity in children’s understanding of particular issues, and what actions they can take to be safe. We incorporate healthy relationships, people who help us, British and Gospel Values into our curriculum in an age appropriate way. Also, since September 2020, we have included Relationships Education and Health Education in the school timetable, in line with DfE guidance and the national curriculum. Children are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum. Children will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour. Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and confidentially, although staff will not promise to keep reports confidential and will be clear to the child that they will need to inform the DSL. Abuse is abuse and 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’. We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to KCSIE 2022 and within the MSP website. Staff will reassure the child that they are being taken seriously and will be supported and kept safe. We recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported. We also recognise that it is more likely girls will be victims and boys’ perpetrators, but that all child on child abuse is unacceptable and will be taken seriously.

All information is handled in accordance with the school’s Information Sharing/Management Policy, which is written in line with HM Government guidance – ‘Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018’, and the 7 principles of information sharing within that document. When incidents of sexual violence and sexual harassment occur the schools’ response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement. Incidents of child-on-child abuse may need

to be dealt with in various ways. Incidents of bullying will be dealt with via the schools' anti-bullying policy and behaviour policy. Incidents which take place outside of school may need to be addressed in school, however the school are clear that where professional advice needs to be sought from external partners, it will be. The schools Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime. The school will put a proportionate and supportive package of care in place for those affected.

School leaders are aware that detailed advice to support schools has been published. The advice is available and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school approach to preventing child on child sexual violence and sexual harassment. The school adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes: How to respond to incidents and safeguarding young people' in respect of our response to sending nudes and/or semi nudes. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in Appendix C.

School will consider when managing reports if to manage internally, refer to early help, referral to social care or reporting the incident to the police. There are four likely scenarios for schools to consider when managing any reports of sexual violence and/or sexual harassment:

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the schools' response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded electronically on CPOMS.

2. Early help

- In line with point 1 above, the school may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- Full details of the early help process are in Chapter one of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded electronically on CPOMS.

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, school will make a referral to children's social care.
- At the referral to children's social care stage, school will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- School should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes does not jeopardise a statutory investigation. The risk assessment as per paragraph 275 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school should be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded electronically on CPOMS.

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded electronically on CPOMS.

After recent government action to tackle the issues raised by testimonies given on the Everyone's Invited website, the NSPCC has been commissioned to run the helpline which we will publicise in school and on our website – 0800 136 663. This number is for children and young people who are victims of sexual abuse, adult victims, parents and carers of victims and professionals working with children and young people. It is to report or share incidents which have happened both in and outside of educational settings. All victims and perpetrators will be treated with respect and dignity.

School will use the UKCCIS Guidance: Sending nudes and/or semi nudes in schools and colleges, responding to incidents, safeguarding young people (2017) when dealing with incidents of sending nudes and/or semi nudes. DfE guidance, Sexual violence and harassment between children in schools (2018); Part 5 of the DfE, Keeping children safe in education – updated September 2024.

Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2024

ELECTIVE HOME EDUCATION

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.

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.

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.

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.

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

COMMUNITY SAFETY

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.

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

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. Our PSHE curriculum will address age appropriate safeguarding challenges.

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

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

KEEPING RECORDS

At our schools we use a web based resource called child protection online management system (CPOMS) to keep records regarding the safeguarding of children.

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.

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

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

We keep secure safeguarding records.

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

Records may be shared ahead of the child starting school to ensure the new school can make appropriate arrangements to support the child.

RECORDING AND REPORTING CONCERNS

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix A). If a concern arises all staff, volunteers and visitors must:

- ❖ Speak to the DSL or the person who acts in their absence
- ❖ Agree with this person what action should be taken, by whom and when it will be reviewed
- ❖ Record the concern using our safeguarding recording system (CPOMS)
- ❖ All concerns will be reported within 24 hours
- ❖ The member of staff reporting the concern will make sure they record the exact words used by the child.

Key contacts

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

WORKING WITH PARENTS/CARERS

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 at least two up to date contact details.

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

We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA) by holding a strength-based conversations.

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

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

MULTI-AGENCY WORKING

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

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

We will notify Children's Social Care if:

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

We will regularly review any children where we have concerns, make relevant referrals and escalate if further actions are necessary, as detailed in KCSIE. We will follow LA and MSP procedures if there is a need to re-refer or escalate any concerns.

CONFIDENTIALITY & INFORMATION SHARING

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

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

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

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.

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)

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

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.

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

Members of staff who are asked to attend a Child Protection conference or other core group meetings (either virtually or in person) 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 with the required timescales, at least 48 hours before the meeting.

An initial child protection case conference (ICPC) will be held if it is considered that the child is suffering or at risk of significant harm.

Every effort will be made to ensure that we contribute to and attend CP and CIN conferences and reviews. School will use the Signs of Safety model to work with families and children along with other professionals. If the meeting was to be held in school holidays we will always try to attend but in the event that we are not able to school will provide a written report.

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

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

All relevant staff will be confident in using the tools which are part of Social Care's refreshed approach.

CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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.

All staff, including supply teachers and volunteers, must be clear with children that they cannot promise to keep secrets.

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.

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

All members of staff are able to make a direct referral to social care if they think a child is at risk of significant harm. School have the telephone number for the advice helpline and referral line in the staff room.

MANAGING A DISCLOSURE

If you're in a situation where a child discloses abuse to you, there are a number of steps you can take.

- Listen carefully to the child. Avoid expressing your own views on the matter. A reaction of shock or disbelief could cause the child to 'shut down', retract or stop talking
- Let them know they've done the right thing. Reassurance can make a big impact to the child who may have been keeping the abuse secret
- Tell them it's not their fault. Abuse is never the child's fault and they need to know this
- Say you will take them seriously. A child could keep abuse secret in fear they won't be believed. They've told you because they want help and trust you'll be the person who will listen to and support them.
- Don't talk to the alleged abuser. Confronting the alleged abuser about what the child's told you could make the situation a lot worse for the child
- Explain what you'll do next. If age appropriate, explain to the child you'll need to report the abuse to someone who will be able to help
- Don't delay reporting the abuse. The sooner the abuse is reported after the child discloses the better. Report as soon as possible so details are fresh in your mind and action can be taken quickly.

LEARNING FROM SERIOUS CASES

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 professions 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.

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

Our DSL will keep up to date with the findings from CPR 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 well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills. This includes face to face teaching, blending learning and online learning as needed in response to any crisis situation that may arise.

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.

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

There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.

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.

Relationship and Sex Education will be taught using our Ten:Ten resources.

We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. Domestic Abuse, CSE, Child on Child Abuse, Radicalisation and Extremism, Honour-based abuse, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage, Breast Ironing, undressing and upskirting.

All children know that there are adults in our schools 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.

Children are encouraged to contribute to the development of policies.

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)

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

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

DIGITAL SAFEGUARDING

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

The checklist to ensure compliance with filtering and Monitoring standards is included as Appendix B.

We consider the 4C 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.

The internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in our Acceptable Use policy but in summary, we ensure that children's mobile phones are kept securely in the school office until the end of the school day.

We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

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

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.

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

We 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.

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

"Senso monitors our school issued devices and alerts the Executive Headteacher, IT leader, Administrator Co-ordinator & IT technician of any potential risk.

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

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

All children who bring electronic devices to school e.g. mobile phones or tablets must leave them at the school office in a morning on arriving at school and then they can collect them when leaving school. Children will not have access to their own personal electronic devices whilst at school.

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, 165-148)

8. SAFER RECRUITMENT AND SELECTION OF STAFF

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

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:

- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.
- Our job adverts will include safeguarding requirements and the schools' commitment to safeguarding and promoting to welfare of children
- Our job adverts will make clear that safeguarding checks will be undertaken, including online checks for shortlisted candidates.
- We understand the process around filtering offences
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.

- We do not accept CVs in place of an application form.
- Shortlisted applicants will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children
- Applicants must sign a declaration confirming information given is true
- References are obtained by the schools before interview and open references are not acceptable
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
- We will investigate at interview if any concerns have come to light about the candidate through DBS or online checks.
- We involve pupils in the process in a meaningful way
- All information in the decision-making process is recorded along with the decisions made
- Correct pre-employment checks are carried out and appropriately stored on the single central record
- We understand and acknowledge the processes to determine if there are any prohibitions, directions, sanctions, disqualifications or restrictions related to the candidate
- We understand the checks which need to be made for individuals who have lived or worked outside the UK
- We adhere to duties which must be performed in relation to agency and third party staff, contractors, trainees or student teachers, visitors and volunteers
- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos

The Executive Headteacher and governing body will ensure that all external staff and volunteers using our site have had a completed risk assessment and if an enhanced DBS check is required, this has happened. We will not keep copies of DBS certificates, either electronically or in paper files.

If our schools are used for non-school activities, we will ensure that arrangements are made to keep the children safe throughout letting contracts. We specify that we expect providers to meet the guidance in Keeping Children Safe in Out of School Settings (KCSIE, Part 2, 169).

If we receive an allegation related to an incident that happened when an individual or organization 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)

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 e.g. Sports coaches and supply staff.

Written notification will be requested from alternative provision providers to establish they have undertaken satisfactory safer recruitment checks in line with DfE, Keeping children safe in education.

At least one member of each recruitment panel will have attended safer recruitment training.

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

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

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

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

We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff, supply staff and volunteers and contractors applying the appropriate level of concern criteria and managing accordingly.

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

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 jeopardizing any future police investigation.

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

The harms threshold indicates 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, known as transferable risk)

Our Staff Code of Conduct details the processes and responses to reporting harm threshold cases and also managing their conclusion.

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

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

A low level concern is not insignificant – it does not meet the harm threshold. Low level concerns are reported to the Executive Headteacher and may also be self-referred. (KCSIE provides further clarity on processes 430-436)

Our Staff Code of Conduct details the processes and conclusion of low level concerns and guidance about including information in references.

All allegations made against a member of staff, including supply teachers, 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.

We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower to the Local Authority Designated Officer, Ofsted, NSPCC or the national whistleblowing hotline.

All concerns about the conduct of others in school should be taken to the Executive Headteacher and concerns about the Executive Headteacher should be taken to the Chair of Governors.

Historic allegations will be referred to the police.

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

10. SAFETY ON & OFF SITE

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

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

All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and a risk assessment will be completed. They will be supervised at all times, if no checks have been obtained. It may

be necessary to undertake an assessment of the education value, age appropriateness and content of the visitors' itinerary.

Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check.

We will ensure that any contractor, or any employee of the contractor, who is to work at the 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 contracts between school and the contractor's organisation. We will always check the identity of contractors and their staff on arrival at the school.

Should we receive an allegation relating to an incident that happened when an individual or organization were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO (if it meets the threshold).

We exercise due diligence to prevent any organization or speaker from using our facilities to disseminate extremist views or radicalize pupils or staff.

We will only place children in alternative educational provision (AP) which is registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared.

We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child under the age of 16 on a placement has been subject to the appropriate level of DBS check. If the activity undertaken by a child 16 years of age or over on work experience gives the opportunity for contact with children, we will consider whether a DBS enhanced check should be requested.

All school trips are fully risk assessed and no child will be taken offsite without parental permission.

We have a Health & Safety policy e.g. for contacting parents, and for reporting to the emergency services, including Police & Hospital.

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.

Complex Safeguarding

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.

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

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.

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)

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

We are mindful of the language and descriptors used when discussing or referring CCS and CSE instance and avoid all victim blaming language.

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’.

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.

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

Safeguarding Team

	St Edmund’s R.C. Primary School	St Patrick’s R.C. Primary School
Designated Safeguarding Lead	Mrs Kennedy (Head of School)	Mrs Clinton (Executive Headteacher)
Deputy Safeguarding Lead(s)	Mrs Clinton (Executive Headteacher) Mrs Shaw (SEND Coordinator) Miss Byrne Mrs Betney	Mrs Shaw (SEND Coordinator) Miss Loughrey Mrs Gordon Mr Eaglestone
Early Help coordinator	Miss Byrne (DSL trained)	Mrs Gordon (DSL trained)
Safeguarding Governor	Mrs Kinsey	Mrs Kinsey
Prevent Governor	Mrs Kinsey	Mrs Kinsey

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

- Inform the DSL or a member of the safeguarding team by the school telephone system or in person immediately.
- Log information on CPOMS as soon as possible.

Early Help Hubs: North 0161 234 1973
 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:

- Inform the Executive Headteacher or chair of governors.

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:

- Follow the school whistleblowing policy.

NSPCC Whistleblowing Helpline: 0800 028 028

APPENDICES

Appendix A: 'Keeping Children Safe in Education' Part 1 - to be read by all staff

Appendix B

Legislation, Statutory Guidance & Ofsted Framework

- Keeping Children Safe in Education - latest update, currently September 2024
- Ofsted Section 5 Inspection Framework for Schools, August 2023
- Inspecting Safeguarding in Early Years, Schools & Skills Settings' September 2019
- 'Working Together to Safeguard Children', December 2023
- Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools, Sept 2019
- DFE Children Missing Education, Stat Guidance, Sept 2016
- DFE Designated Teacher for LAC Guidance, Nov 2009
- DFE Supervision of Regulated Activity, Jan 2013
- Alternative Provision, Stat guidance, Jan 2016
- Teachers' Standards, updated December 2021
- Governors' Handbook, Jan 2019
- 'Listening to & involving children & young people', stat guidance, Jan 2014
- Health & Safety Legislation

Appendix C

Non-statutory Guidance

- DFE 'What to do if you are worried a child is being abused - Advice for Practitioners'
- 'Safer Working Practices', Safer Recruitment Consortium, Oct 2015
- DFE National Standards of Excellence for Headteachers, Jan 2015
- DFE 'Use of Reasonable Force in Schools', July 2013
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Adviceline
- Childnet's 'Sharing nudes and semi-nudes: How to respond to incidents and safeguarding young people'

Appendix D

MCC & MSCB Policies, Procedures & Guidance

Links to:-

- MSCB Website:-
- MSCB Policies
- MSCB Multi-agency Levels of Need & Response Framework, April 2015
- Safeguarding Concerns, Guidance & Proformas
- MSCB LADO Referral Process
- MSCB Learning From Serious Case Reviews
- Help & Support Manchester Website:-
 - Early Help Strategy, Guidance, Assessments & Referrals
 - Signs of Safety Strategy, Guidance & Resources

Appendix E

Links to Other Relevant School Polices/Procedures

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Relationships, Health, Sex and Education
- Equal Opportunities
- Digital Safety
- Acceptable-use
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and visits
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Child on child Abuse policy for Children
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers
- Staff code of conduct
- Behaviour Policy
- Children missing from education

Appendix F

Other Relevant Education Department Policies/Guidance

All these are available on the Manchester Schools Hub Website.

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

Appendix G

Abbreviations

- AP Alternative Provision
- CIN Child in Need
- CP Child Protection
- CPOMS One of a number of electronic record keeping systems used in many schools in Manchester
- CSC Children's Social Care
- DFE Department for Education
- DO Designate Officer (formerly LADO)
- DSL Designated Safeguarding Lead
- EH Early Help
- EHA Early Help Assessment
- LA Local Authority
- LAC Looked After Child
- LAC DP Designated Teacher for LAC
- LADO Local Authority Designated Officer
- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board
- SEN/D Special Educational Needs/Disabilities
- SENDCO Special Educational Needs/Disabilities Co-ordinator
- SG SEF Safeguarding Self Evaluation Framework
- SOS Signs of Safety