



Lancasterian Safeguarding Policy for School and Settings

Date Written:	November 18
Date Approved by Governors:	December 18
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Date Reviewed by Governors:	March 2023
Date of Next Review:	
April 2024 or as instructed by the DfE or Local Authority	

SAFEGUARDING POLICY

Lancasterian Special School		
The Headteacher * who has the ultimate responsibility for safeguarding is Alison Randall		
In their absence, the authorised member of staff is Sarah Marshall		
KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
Kira Buhler	DHT	01614450123
Sarah Marshall	DHT	Allocated Offices on school site – Please contact reception.
Anita Walker	AHT	
Becca Grant	AHT	
Emma Morris	AHT	
Helen Climance	EH co-ordinator	
Julie Whitely	Attendance Admin	
NAMED GOVERNOR * for Safeguarding & Prevent		Contact Phone Number/Email
Dan Timms		email

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

- Staff are to record their concern using the school's safeguarding recording system; CPOMS. This system is to be used to record their concerns and any actions, contact with parents, contact with another agency or disclosure by the child. An email alert will immediately be sent to the safeguarding team.
- If the concern is urgent you must report this by speaking to the Designated Safeguarding Lead (DSL) David Critchlow or one of the people who acts in their absence in the contact list above or the school nurse in their absence. This must happen before the end of the day.
- Alternatively or if you wish to escalate the concern you can contact any of the advice lines
Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 219 2895**,
Early Help Hubs: North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977**
National Society for the Prevention of Cruelty to Children (NSPCC): **0808 800 5000**
Local Authority (LA) Safeguarding in Education Team: **0161 245 7171**

For Visitors and Volunteers.

- If you have a concern you must report this by speaking to the Headteacher Alison Randall / Designated Safeguarding Lead (DSL) David Critchlow or one of the people who acts in their absence in the contact list above. You must not leave the premises without speaking to one of the team.
- You must always wear an identity badge.
- If your badge is on a red lanyard you must be accompanied by a member of staff at all times.
- You must not take photographs unless you have permission to do so.
- We ask you not to use your phone while working with the children.
- If you wish to escalate the concern you can contact any of the advice lines:
Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 219 2895**,
Early Help Hubs: North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977**
National Society for the Prevention of Cruelty to Children (NSPCC): **0800 800 5000**

Our procedure if there is an allegation that an adult has harmed a child, or that a child is at risk from a named adult is;

It should be reported immediately to the Headteacher; where there are concerns about the Headteacher this should be reported to the chair of governors, whose contact details are on the school website or obtainable from reception.

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

If you feel that this is not being dealt with as you feel it should or wish to escalate your concerns then you can telephone Manchester LA Designated Officer (formerly LADO): **0161 234 1214**.

Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally.

As a first step, concerns should normally be raised with the Headteacher.

If the concern relates to the Headteacher the matter should be raised with the Chair of Governors.

Concerns may be raised verbally or in writing. The earlier a concern is expressed then the easier it is to take action. Although individuals are not expected to prove beyond doubt the truth of an allegation, they will need to demonstrate that there are reasonable grounds for the concern.

- Staff MUST report any issues of concern immediately. If any information is withheld this can be held to account under the school's disciplinary process.
- Those raising concerns may invite their trade union, professional association representative or colleague to be present during any meetings or interviews in connection with the concerns they raise.
- If an adult feels that concerns raised by them are not dealt with or being taken seriously they can contact: the NSPCC Whistle blowing Helpline on: 0800 028 0285, Children's services or the police.

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

Review Date	Changes made	By whom
November 18	Policy created	Alison Randall
August 19	Policy reviewed	David Critchlow
March 20	Policy reviewed	David Critchlow
Jan 21	Policy reviewed	David Critchlow
September 21	Policy reviewed in line with K Annex G	David Critchlow
September 22	Policy reviewed	David Critchlow
September 23	Policy reviewed	One Education
April 23	Policy reviewed	Sarah Marshall

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2018/19	November 2018	Fiona Worrell
2019/20	March 20	Fiona Worrell
2020/21	January 2021	Fiona Worrell
2021/22	March 2022	Fiona Worrell
2022/2023	September 2022	One Education
2023/2024	September 2022 & March 24	One Education Sarah Marshall

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1.INTRODUCTION

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

This policy has been developed to ensure that all adults in our school 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 and supports we work together to ensure everyone can *Inspire* each other to promote the welfare of the pupils and help them to *Grow* and *Achieve* their potential.

Organisations and agencies should take a co-ordinated approach to ensure children are effectively safeguarded. A range of individual organisations and agencies working with children and families have specific statutory duties to promote the welfare of children and ensure they are protected from harm. These duties, as applied to individual organisations and agencies, are set out in this chapter. It should be read in conjunction with the details set out in **Chapter 2 of Working Together to Safeguard Children**

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The right to be safe (Article 6), relax and play (Article 31) the right to freedom of expression (Article 13), safe (Article 19). Being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act.

Equality legislation

This policy is written to incorporate The Equality Act 2010 including that schools and colleges:

- must not unlawfully discriminate against pupils because of their protected characteristics
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

It also looks at the implications of the Public Sector Equality Duty (PSED) for education settings. This includes a need to be conscious that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures.

See Appendix A for important additional information about specific forms of abuse and safeguarding issues such as; Upskirting, Serious Violent Crime, Significant Harm, Physical Abuse, Emotional Abuse and Neglect from and further information about Complex Safeguarding Issues including Child Sexual Exploitation, Child on Child Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime, County Lines in the full statutory guidance.

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.

‘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, 2023)

Lancasterian aims 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. Our school is committed to all of the pupils and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff. (See Appendix C for non-statutory guidance)

The school is committed to supporting the delivery of effective early help through multi- agency working, a consistent application of the thresholds and the use of a single agency assessment. Multiagency working consistent application of the use of Manchester’s Early Help assessment (EHA) and Manchester’s Multi-agency Need and Response Framework, as well as following the key principles and strategies of Manchester’s ‘signs of safety’ and that will be embedded into everyday practice and procedures when responding to children’s needs and signposting children and families to appropriate preventative services.

The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

Lancasterian will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

- 1.1 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 2018’ and ‘Keeping Children Safe in Education.’ Our policy ensures that we comply with our Statutory Duties (Appendix A & B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C)
- 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 (Appendices D & F)
- 1.4 Our policy complements and supports other relevant school policies (Appendix E).

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR HEADTEACHER

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

‘providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.’ (KCSIE)

Section 11 of the Children Act 2004 places duties on a range of organisations, agencies and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

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 volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding SEF via the online tool to the LA as requested
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, 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 prospectus.
- 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 discussions with the school council and is accessible to all children. There are posters throughout the school with photographs of the key people who they can talk to. This

is something we are committed to revisiting with pupils regularly.

- We co-operate fully with MCC and MSCP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. There are weekly meetings with the pastoral team, all school staff have received DSL training, which includes the school nurse to discuss the current cases and review the concerns raised on cpoms. There are unplanned meetings to discuss an urgent concerns or need for escalation.
- 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. Updates on safeguarding are regularly feedback to all staff during the weekly briefing. All staff have annual training either through a day or twilight inset.
- Any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safe recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. All visitors are booked with responsible checks made as their professional standing and suitability to work with pupils. Visitors are not left alone with the pupils.

2.2 OUR GOVERNING BODY

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

We will ensure that:-

- All policies, procedures and training in our school are effective and comply with the law at all times, taking account of LA and DFE guidance and comply with the law at all times.
- Dan Timms is identified as the designated governors for Safeguarding and for Prevent and receive appropriate training.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Safeguarding governor will visit school at least once a term in line with the governor visit policy.
- Governors and trustees will receive appropriate safeguarding and child protection training at induction, and then at regular intervals. Training will provide them with the knowledge to ensure that the school's safeguarding policies and procedures are effective.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually.

Through regular staff consultation, staff are given opportunities to contribute to and shape safeguarding arrangements and policies.

- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. At least one member of any recruitment panel has successfully completed the safer recruitment training. References are requested prior to interview and decisions made only when references have been received. There is a safer recruitment and selection checklist in place that is filled in for each appointment / individual.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. Each member of staff/volunteer has a briefing on safeguarding/ child protection procedures as part of their induction. Each member of staff is trained annually and has access to and understands the school's safeguarding and child protection policy and procedures, KCSIE part 1 and annex A.
- There is appropriate challenge and QA of the safeguarding policies and procedures. The governing body will approve all policies including the safeguarding and child protection policy. The named governor will as part of their termly visit check specific procedures including the SCR.

2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a member of our Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. He/she takes lead responsibility for Early Help, safeguarding and child protection, although some activities may be delegated as appropriate.

The DSL, together with the safeguarding team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers annually and as part of the schools' business meetings/ weekly briefings 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 MSCP procedures. Reports are written for governors, stating the category of need and the number of cases open to the school, including the number of referrals made. Referrals are usually discussed by at least two of the DSL's and changes made accordingly. Where referrals are managed by EH or a social worker, one of the DSLs will lead the case, working with other professionals collaboratively. Where there is a concern that the referral has not been accepted questions will be asked and if necessary Manchester's escalation procedures followed. Records will be kept.

- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. Once a month the regular Safeguarding team meeting is a longer meeting where active case work is discussed and the team provide both challenge and support. Weekly line management supervision is made available and professional support is available if necessary.
- 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.
- Always be available during school hours during term-time, and at other times as designated by the Headteacher. During out of hours and holidays the arrangements will be discussed and agreed at safeguarding meetings prior to a holiday starting. Arrangements will be made in a fair and equitable way being shared across the team. The LA safeguarding lead for education will be notified of the arrangements.
- Take lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place

Responsibility for Attendance, behaviour, SENCO, LAC lay with members of the safeguarding team. Any concerns will be discussed in light of the safeguarding team meetings.

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

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures Behaviour Management including physical restraint and team teach training, medication dispensing and administration training, offsite visits, health and safety including moving and handling etc.
- Attend training on online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Provide a safe environment where children can learn
- Be approachable to children and respond appropriately to any disclosures. Children may not feel ready or know how to tell someone they are being abused. Communication can come in a variety of behaviours and actions that will need to be shared and explored as soon as possible, in conjunction with the relevant member of the senior leadership team.
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role

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

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

3. TRAINING AND AWARENESS RAISING

- 3.1 In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction. All new staff and regular volunteers will receive appropriate safeguarding information during induction. Key documents including this policy, behaviour policy, parent pamphlet are shared.
- 3.2 All staff must ensure that they have read and understood 'KCSIE Part One' This is available on the CPOMs document library. It is also on the staff drive or paper copies can be requested. Failure to read this within the deadline specified may result in disciplinary action. This record is kept on file.
- 3.3 All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child. Staff will receive training on domestic abuse that will include the impact of domestic abuse (psychological, physical, sexual, financial or emotional) and the impact that this can have on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships. Annual training is given to staff and records kept of who attended. This training is given at different times to accommodate all staff working hours. A record of training is kept by the administration team of feedback and certificates are issued by the DSL and Educare software to check for compliance, understanding and measuring impact.
- 3.4 All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively. All staff receive annual training alongside information sharing during the weekly inset meetings and or weekly briefings.
- 3.5 People in Positions of Trust: Organisations and agencies working with children and families should have clear policies for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who has:
 - 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 they may pose a risk of harm to children; or
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children

If an organisation or agency removes an individual (paid worker or unpaid volunteer) from work in **Regulated Activity** with children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation or agency must make a referral to the **Disclosure and Barring Service** consider whether to add the individual to the barred list.

This applies irrespective of whether a referral has been made to local authority children's social care and/or the designated officer or team of officers. It is an offence to fail to make a referral without good reason

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. As an aspiring Rights Respecting School we value the rights of the child when safeguarding and protecting them, developing their rights to communicate their thoughts, wishes and feelings is important to us at Lancasterian School; this is promoted through pupil voice reports / conversations and the school council.

4.2 POOR ATTENDANCE

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded by Kira Buhler. 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. Any concerning patterns are reviewed.
- 4.2.3 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. When a child is collected from school by someone not known to the school, arrangements will have to be made with the school by parents, identification provided by the person collecting the child or a password set by the parent and shared with school is to be used. Agreement can be reached between the parent and headteacher with regards to a change in the start and finish times for individuals.
- 4.2.4 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME), part time timetables and off-rolling and understand how important this practice is in safeguarding children and young people.

4.3 ALTERNATIVE PROVISION (AP)

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

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

4.4 EXCLUSIONS

- 4.4.1 We comply with statutory regulations and with the LA Inclusion Policy (October 2019).
- 4.4.2 The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.
- 4.4.3 Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved

4.5 VULNERABLE GROUPS

- 4.5.1 We ensure all key staff work together to safeguard vulnerable children. The safeguarding team meet weekly to discuss children where there are concerns about their vulnerability. The key responsibilities such as attendance, behaviour management are held within the safeguarding team and efficiently feed into these weekly meetings.
- 4.5.2 Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:
- Is disabled and has specific needs
 - Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - Is a young carer
 - Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - Is frequently missing/goes missing from care or from home
 - Is at risk of modern slavery, trafficking or exploitation
 - Is at risk of being radicalised or exploited
 - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Is misusing drugs or alcohol themselves
 - Has returned home to their family from care
 - Is a privately fostered child
 - Is an international new arrival, refugee or asylum seekers

- Is looked after, previously looked after or under a special guardianship order.

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in overcoming these barriers

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

4.5.5 We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and the Virtual School.

5 CASE MANAGEMENT, RECORD KEEPING & MULTI- AGENCY WORKING

5.1 KEEPING RECORDS

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

5.1.2 We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children. These are kept on the electronic recording system CPOMS and/or paper records are maintained.

5.1.3 We keep secure the safeguarding records and child protection files, these are either held in a secure filing cabinet with limited key access or on CPOMS.

5.1.4 We handover (if this is at a distance the case will be discussed over the phone and records sent via secure post) a pupil's child protection or safeguarding file separately from the main file to a new establishment if 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

5.2 RECORDING AND REPORTING CONCERNS

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

- Speak to the DSL or the person who acts in their absence immediately
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern on CPOMS and an email alert will be sent to the safeguarding team.
- Speak to David Critchlow, Alison Randall, Kira Buhler or relevant member of the safeguarding team. If appropriate the school nurse will also be spoken to.
- Agree with this person what action should be taken, by whom and when it will be reviewed, adding this information onto CPOMS.
- If there is a need for a referral to Children's Social Care Service this will be made by David Critchlow, Alison Randall, Kira Buhler or relevant member of the safeguarding team.

5.3 WORKING WITH PARENTS/CARERS

- 5.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details.
- 5.3.2 In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).
- 5.3.3 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**, eg in cases of suspected domestic abuse. We will record the reasons, if consent is not gained.

5.4 MULTI-AGENCY WORKING

- 5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 5.4.2 Our school nurse is part of our safeguarding team and attends the weekly safeguarding meetings. We also hold termly meetings with our colleagues who work with us regularly including representatives from school health, CAMHS, Early help and the Children's disability team to discuss children and families where there are concerns and/or joint working.
- 5.4.3 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 of more than two days from school.
- it has been agreed as part of any child protection plan or core group plan.

5.4.4 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.

5.5 CONFIDENTIALITY & INFORMATION SHARING

- 5.5.1 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.
- 5.5.2 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.
- 5.5.3 Information about children will only be shared with other members of staff on a need to know basis.
- 5.5.4 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

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

- 5.6.1 Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible.
- 5.6.2 A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.
- 5.6.2 Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. During out of hours and holidays the arrangements will be discussed and agreed at safeguarding meetings prior to a holiday starting. Arrangements will be made in a fair and equitable way being shared across the team. The LA safeguarding lead for education will be notified of the arrangements
- 5.6.3 We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/carers. We will use the most up to date proforma.

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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

- 5.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 5.7.3 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.
- 5.7.4 We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.
- 5.7.5 All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim be made to feel ashamed for making a report.

5.8 SERIOUS CASE REVIEWS

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

6 THE CURRICULUM

We are committed to promoting emotional health and 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.

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

fundamental British values of tolerance, respect and empathy for others.

- 6.2 This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 6.3 Personal Social and Health Education (PSHE), Sex and Relationship Education (SRE), Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.
- 6.4 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE/CCE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage.
- 6.5 All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. They have a pupil friendly version of the safeguarding booklet and have regular discussions and lessons through their class teams who can best differentiate this information where appropriate.
- 6.6 Children are encouraged to contribute to the development of policies through student voice activities.
- 6.7 Further guidance for Teachers from the D of E can be found on their one stop page: <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

7 ONLINE-SAFETY

Online safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.

- 7.1 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. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

- 7.2 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. We have a monitoring system in place, this reviewed annually for the most up to date and relevant software for our pupils. We receive email alerts instantly if there is a concern and we also receive weekly reports.
- 7.3 We will encourage children to use Social Media safely, including opportunities for them to think and discuss.
- 7.4 We will ensure that children do not misuse their devices whilst in school. Pupils are not allowed to use their own device in school. All school devices are monitored using appropriate software.
- 7.5 We have separate acceptable use policies (AUPs) for both staff and children/families. This covers the use of all technologies used, both on and offsite.
- 7.6 We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 7.7 We work with parents to promote good practice in keeping children safe online. We regularly share information with parents, such as safer internet day and have regular drop in/targeted interventions and workshops.
- 7.8 Governing bodies and proprietors should regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are:
- aware of and understand the systems in place
 - manage them effectively
 - know how to escalate concerns when identified.
- 7.9 Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about:
- what systems they have in place to filter and monitor online use
 - what they are asking children to do online, including the sites they will asked to access
 - who from the school or college (if anyone) their child is going to be interacting with online.

8. SAFE RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance “Keeping Children Safe in Education” September 2023 and the LA model policy for Safer Recruitment (Appendices A & D) Updated guidance clarifies that a curriculum vitae (CV) should only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment.
- 8.2 At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years
- 8.3 All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. This is distributed through school briefings, new staff induction and annual refresher training.
- 8.4 The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate. Any activities carried out on the school site adhere to the school safeguarding policies and procedures as well as their own e.g. scouts. A register is taken and pupils are handed over to parents at the end of the session by the lead member of staff and deputy in their absence.
- 8.5 The school maintains a single central record of all recruitment checks undertaken. Schools should consider online searches as part of their due diligence checks on shortlisted candidates, candidates will be made aware that online checks will take place, as part of the recruitment procedure
- 8.6 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 8.7 Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- 8.8 Risk assessments are carried out on all volunteer activities as required.

9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- 9.1 We adhere to DfE guidance ‘KCSIE, Section 4’, when dealing with allegations made against staff and volunteers. Any concerns must be reported immediately to Alison Randall or David Critchlow/Kira Buhler, in her absence, where there are concerns about the headteacher this should be reported to the chair of governors. If an adult feels that concerns raised by them are not dealt with or being taken seriously it should be reported to the designated

safeguarding lead, headteacher, safeguarding governor or chair of governors. If an adult feels these concerns are still not being dealt with contact Manchester Local Authority Designated Officer (formerly LADO) on 0161 234 1214 or the NSPCC.

- 9.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 9.3 Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)
- 9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower, through the whistleblowing policy available on the school website.
- 9.5 Historic allegations will be referred to the police.
- 9.6 Learning lessons applies to all cases, not just those which are concluded and found to be substantiated. The Senior Leadership Team and Governors will prioritise and allocate time to review and revise practice at all levels.
- 9.7 The low level concerns policy contains a clear procedure for confidentially sharing concerns. The school can decide whether concerns are initially shared with the Designated Safeguarding Lead (DSL)/nominated person or directly with the headteacher/principal. The headteacher should ultimately be informed of all low level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DSL.
- 9.8 Guidance also clarifies that low level concerns which are shared about supply staff and contractors should be notified to their employers; and schools and colleges should consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.

9 SAFETY ON & OFF SITE

- 10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised. There is an electronic access system which is monitored by the admin team at all times. Staff are issued with identity badges to allow access.
- 10.2 All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained.
- 10.3 Visitors are given different coloured lanyards which indicate whether they can move around independently or need to be supervised. All staff are aware of this and will challenge those that are not adhering to procedure.
- 10.4 We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school or college.
- 10.4 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- 10.5 We will only place children in alternative educational provision (AP) which is a 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. Their attendance will be monitored by us in accordance with the School Register Regulations.

- 10.6 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.
- 10.7 All school trips are fully risk assessed and no child will be taken offsite without parental permission.
- 10.8 For international exchanges, we will liaise with partner schools abroad, to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.
- 10.9 We have a Health & Safety policy. e.g. for contacting parents and for reporting to the emergency services, including police and hospitals.

APPENDICES

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

‘Keeping Children Safe In Education’ (Sept 2023) Part 1 - MUST be read by all staff and signed for via the CPOMs document library. (All documents are provided via the website and staff drive or paper copies available if requested)

Useful Links

Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#).

The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#).

Local agencies including the three safeguarding partners should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working together to safeguard children](#).

Local authority children's social

care has the responsibility for clarifying the process for referrals (Chapter one of [Working together to safeguard children](#)).

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#).

Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, Curtain, Road, London EC2A 3N

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Appendix A

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Through training we ensure that all staff recognise that children are capable of abusing 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. All staff are aware of child on child abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating violence and rituals. The importance of explaining to children that the law is in place to protect rather than criminalise them. The importance of understanding intra-familial harms, and any necessary support for siblings following incidents. The need for the schools and colleges to be part of discussions with statutory safeguarding partners. These issues will be addressed through our school/college 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 B. Staff members who are concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the DSL. In respect of sexual violence and sexual harassment between children, the school/college takes a proactive approach to prevent such incidents from taking place. Throughout school/college, 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 amongst our students in their understanding of particular issues, and what actions they can take to be safe. We incorporate healthy relationships, people who help us, British values, etc. into our curriculum time in an age appropriate way for the year groups in school. Also from September 2020 we have included Relationships and Health Education (RHE) in the school timetable, in line with DfE guidance and the national curriculum. Parents have been consulted on the development of this curriculum to ensure it meets the needs of our cultural context, but also provides children with the tools and skills they need to keep themselves safe and to recognise forms of abuse. Students are taught to understand the issue and meaning of consent as delivered in an age appropriate way in the RHE curriculum. Students 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. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance from KCSIE 2023 and within the MSP website. Our 'Child friendly safeguarding policy' has been shared with all children electronically, via our school learning platforms, and will be shared annually. It is also available on the school website. This details where children can go for support and advice.

All allegations of child on child abuse should be reported to a DSL in the same way as other concerns, both verbally and using CPOMs. If a child makes a disclosure of child on child sexual abuse, staff members must ensure they;

- Listen and reassure the children that they will be supported and kept safe
- Make a written record on the school pink reporting form as soon as possible, stating only the facts
- Tell the DSL (David Critchlow, or another DSL in the team)
- Where appropriate, take action themselves;
 - o If a child is in immediate danger or at risk of harm, make a referral to children's social care
 - o If an offence has been committed report it to the police (even if the alleged perpetrator is under the age of criminal responsibility, 10 years old)
 - o If the victim and alleged perpetrator share classes or transport, consider how best to deal with this.

Staff members must ensure they do not:

- Dismiss the incident as 'banter', 'part of growing up' or 'having a laugh'
- Ask leading questions
- Promise total confidentiality- explain who you will need to tell and why
- View photos or videos of a sexual nature (if you do so by accident, speak to a DSL)
- Take notes while the child is talking if at all possible
- Tell anyone about the disclosure unless they need to know in order to progress it.

Appendix B. Legislation, Statutory Guidance & Ofsted Framework

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

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', Part 1, to be read by all staff & volunteers

+ links to the following:-

- 'Keeping Children Safe in Education', in full - latest update, currently September 2023
- Ofsted Section 5 Inspection Framework for Schools, August 2016
- 'Inspecting Safeguarding in Early Years, Schools & Skills Settings' August 2016
- 'Working Together to Safeguard Children', March 2015
- 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 2014,

- 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 2013
- Teachers' Standards, updated June 2013
- Governors' Handbook, Jan 2017
- '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'
- 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

APPENDIX D - MCC & MSCP Policies, Procedures & Guidance

Links to:-

- MSCP Website:- <https://www.manchestersafeguardingpartnership.co.uk/>
- MSCP Policies: - https://www.manchestersafeguardingpartnership.co.uk/resource-hub/?filter_resource=cyp
- MSCP Multi-agency Levels of Need & Response Framework, April 2015
- Safeguarding Concerns, Guidance & Proformas
- MSCP LADO Referral Process
- MSCP 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/EY Setting/College Polices/Procedures

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visit
- Special Educational Needs

- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers
- Low Level Concerns Policy

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'
- Domestic Abuse Act of 2021
- Manchester COVID-19 School Closure Arrangements for Safeguarding and Child Protection

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
- LALocal 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
- MSCP Manchester Safeguarding Children's Board
- SEN Special Educational Needs
- SENCO/SENDSCO SEN Co-ordinator
- SG SEF Safeguarding Self Evaluation Framework
- SOS Signs of Safety