



# SAFEGUARDING AND CHILD PROTECTION POLICY

## Essential Safeguarding Contacts

The Head who has the ultimate responsibility for safeguarding is: **NOREEN KHAN**

In their absence, the authorised member of staff is: **PAUL DEARDEN / ADEEL KEAN**

### KEY SCHOOL STAFF & ROLES

Include Designated Safeguarding Lead (DSL)/Pastoral Team/EH Co-ordinator as applicable

Name	Role	Location and/or Contact Phone Number
Paul Dearden	DDSL - Deputy Head	07380484818
Adeel Kean	DDSL Asst. Head - Pastoral Care	07473397346
Ann Hardy	SENDSCO	07473397283

### NAMED Advisory Panel Members

	Contact Phone Number/Email
Jehanghir Karim - Chair of Advisory Panel	07956384497
Katrina Garg - Safeguarding Advisory	07813617474
Paul Dearden - Mental Health	07380484818
Noreen Khan - Mental Health, Prevent and Digital Safety	07380292211
Paul Barker-Mathews - MSPRU SENDSCO Advisory	07736896145
Ann Hardy - Literacy	07473397283

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

The effectiveness of our safeguarding arrangements are monitored by the SLT and the Advisory Panel. All members receive training which is updated at least annually. This equips them with the knowledge required to provide sufficiently strong challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding.

As part of an ongoing monitoring cycle, the Advisory Panel regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

Review Date	Changes made	By whom
4th September 2023	Policy created	Noreen Khan
10th September 2024	Policy reviewed	Noreen Khan

### Ratification by Advisory Panel

Academic year	Date of ratification	Chair of Governors
Insert Name	Insert Name	Insert Name

Under the Public Sector Equality Duty, IncludEd Learning has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. IncludEd Learning will take into account equality considerations when policies are being developed, adopted and implemented.

IncludEd Learning serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe. We acknowledge that our students are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the student at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long-term education and health needs.

## Summary of Safeguarding Procedures

If there is a concern about child welfare or safeguarding, our procedure is set out below and all staff, volunteers and visitors are expected to follow it.

If a child makes a disclosure to you

- Listen to them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. Tell the DSL without delay. Record the incident on CPOMS as soon as possible and at least within the working day. (See CPOMS Guidance for further details.)
- Staff should report any disclosure to the DSL - If the DSL is not available, you must contact the DDSL

Alternatively, if appropriate, if there is immediate and urgent danger to the child, make a referral to children's social care **0161 234 5001** and/or the police directly **999 or 101**. See ('What to do if you have concerns about a child' flowchart (KCSIE 2024 pg.24).

Contact telephone numbers

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

[safeguardingedu@manchester.gov.uk](mailto:safeguardingedu@manchester.gov.uk)

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: [Noreen Khan - Head of Centre](#)

If there is an allegation that an adult has harmed a child, or that a child is a risk from a named adult, we will deal with any allegation very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. On receiving information about an allegation, the case officer (usually the Head) will:

- Immediately discuss the allegation with the designated officer at the local authority.
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer.
- Where appropriate, carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements can be put in place.
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual.
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school.
- Provide effective support for the individual facing the allegation or concern.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible.
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child.
- All concerns, including low-level concerns, should be reported to the head teacher unless the concern relates to the headteacher in which case it should be reported to the Chair of the Advisory Panel. (See KCSIE Part 4).
- The telephone number for the Manchester LADO (sometimes known as DOLA or LA Designated Officer) is 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 set out below.

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities within it and so that they can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three safeguarding partners (The LA, police and health authority).

Advice and support is available from the NSPCC. They can be contacted on their Whistleblowing Helpline: 0800 028 0285 or by email to [help@nspcc.org.uk](mailto:help@nspcc.org.uk) (See KCSIE Part 1. 73-74).

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

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

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

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

## **Keeping Children Safe in Education (KCSIE) 2024**

As well as being familiar with this safeguarding and child protection policy, all staff must be fully aware of the most up to date guidance in Keeping Children Safe in Education and the sections which are relevant to their role.

Given the vulnerabilities of the children and young people we teach at our school, we expect all our Advisory Panel member's to have read the whole of the guidance in full. This ensures that they are able to adequately monitor the school's compliance and to present appropriate challenge to leaders. Given the vulnerabilities of the children and young people we teach, we expect all our staff to have read and fully understood Part One of the guidance.

All site DSLs, the Whole School DSL and Deputy Whole School DSLs, are all expected to have read the guidance in full.

In addition, our business team members with responsibility for HR and recruitment, are expected to have read the relevant sections pertinent to their role especially with regard to safer recruitment.

### **Direction from Advisory Panel**

Role	Specific section in KCSIE
All Staff	Part One
All Advisory Panel	All of KCSIE
Senior Leadership Team	All of KCSIE
DSL	All of KCSIE

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## → Preface

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

### **Our Mission**

Our core values of Enjoyment of learning, Progress, Responsibility, Respect and Tolerance are at the heart of what we do, ensuring we promote a nurturing learning community with the welfare of our pupils, staff and community at its centre.

### **Core Principles:**

The following key principles underpin IncludEd Learning's approach to safeguarding practice:

- The welfare of the child, young person and vulnerable adult is paramount.
- Integrity, respect and listening to all.
- Transparency and openness.
- Accountability.
- Collaboration with key statutory authorities and other partners.
- Use of professional safeguarding advice and support both inside and outside the the school.
- A commitment to the prevention of abuse.
- The active management of risk.
- Promoting a culture of informed vigilance – adopting the stance **“it could happen here.”**
- Regular evaluation to ensure best practice.
- Regular supervision.

**“The welfare of the child is paramount”**



## → 1. Introduction

Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children December 2023' and 'Keeping Children Safe in Education September 2024' Our policy ensures that we comply with our Statutory Duties (Appendix 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 (MCC), especially Education, Children's Services and Community Safety.

Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare, act to address them and 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 we promote the safety of our staff and pupils in crisis situations.

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

'Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means involving everyone in the school or college, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies 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 and physical health or development;
- ensuring that children grow up in circumstance consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

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

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

## → 2. Roles and Responsibilities

### LEADERSHIP & MANAGEMENT

#### Our Advisory Panel

Our Advisory Panel has a strategic leadership responsibility for our school's safeguarding arrangements and will ensure that they comply with their duties under legislation. They will have regard to KCSIE 2024, ensuring policies, procedures and training in school is effective and complies with the law at all times. Our Advisory Panel are fully aware of our role in multi-agency safeguarding arrangements, of the new Manchester Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The Advisory Panel will ensure that: -

- All members of the Advisory Panel have read the most recent publication of Keeping Children Safe in Education in its entirety.
- All members of the Advisory Panel 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).
- A named member, Katrina Garg, is identified as the designated member for Safeguarding.
- The Advisory Panel 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. (See Summary of Safeguarding Procedure pg.3).
- 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.

- In our school we work closely with our referrers ensuring that at both an operational and strategic level, we work together to keep children safe.
- For children who are taught in the home, safeguarding procedures including how to raise concerns, are shared by our staff as part of their initial meeting with the family.
- At IncludEd Learning, information is shared at induction and via a range of mechanisms including display boards.
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has a Behaviour Policy and an anti-bullying policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained on CPOMs as required.
- Two emergency numbers are held on file for each pupil.
- The identified member provides the Advisory Panel with appropriate information about safeguarding and liaises regularly with the designated member of staff. The DSL and designated member meet at least termly.
- We operate safer recruitment and selection practices in accordance with Part Three of KCSiE, including appropriate use of references and checks on new staff, volunteers and contractors including overseas checks where relevant.
- We will ensure that new checks are carried 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 an 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 the MCC local agreement.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance.
- We have procedures in place for dealing with allegations of abuse made against members of staff, including supply teachers, volunteers and contractors and these are in line with KCSiE and Local Authority procedures. We work with the LADO and other relevant agencies to support us with any investigations.

- All staff and volunteers who have regular contact with children and young people and contractors who are in contact with children and young people receive appropriate training and information about the safeguarding processes. There is appropriate challenge and quality assurance of the safeguarding policies and procedures by the SLT and the safeguarding member.
- Our Advisory Panel members provide challenges which ensures that online safety and online education duties, including filtering and monitoring, preparation for any online challenges or hoaxes are fulfilled. This includes external reviews by specialist teams.
- Information about online safety is shared with parents.

### **Head of Centre**

Our Head will ensure that the policies and procedures, adopted by the Advisory Panel, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.

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

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

Our Head 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 local authority children’s social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a 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 Head is fully aware of statutory guidance in KCSiE and will ensure that: -

- The policies and procedures adopted by the Advisory Panel to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers, volunteers, visitors and contractors understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested.
- We share the Safeguarding Self Evaluation and Action Plan with the Advisory Panel at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. They have the lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents / carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils because we make our statutory obligations clear.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff shared drive.
- Child friendly information on how to raise a concern / make a disclosure has been developed through PSHE and is accessible to all children. School intends to make child-friendly versions of its key policies as part of a rolling programme.
- We cooperate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns. A member of the safeguarding team will be available out of hours and during the school holidays.

- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively. (Summary of Safeguarding Procedures pg.3).
- 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.
- Any staff who are carrying out regulated activities commissioned from external agencies / organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. **(Prevent Duty pg.33)**.
- There are suitable arrangements for visitors coming onto the premises.
- These 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.

### **Our Designated Safeguarding Lead (DSL)**

All The DSL is a senior member of staff from the Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. They take lead responsibility for safeguarding and child protection, including digital safeguarding and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a DDSL but the DSL takes the ultimate lead for child protection . (DDSLs are trained to the same standard as the DSL).

The DSL will always be available during school/college hours and provide out of hours or out of term time cover arrangements as agreed with senior leadership - details available on the school website.

The DSL, together with team as applicable 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 head 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 or college.



This includes:

- ensuring that the school or college 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 using CPOMS
    - 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 or college 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/college within 5 days
    - Confirmation of receipt from the new school/college 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 or college in advance of the child leaving to enable the right safeguarding support to be put in place
  - Raise awareness
    - ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff
    - ensure the school or college'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 or college 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 and college leadership staff.
  - Support the Head 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/college, and with the safeguarding partners, other agencies, organisations and practitioners
    - understand and support the school or college 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/college

- 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, and
  - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school/college 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 views of the 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/college may put in place to protect them, and,
    - 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/college, 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

### **All Staff**

All staff in the school, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL. Other staff who have specific roles in relation to keeping children safe are:

Ann Hardy - SENCO

Adeel Kean - Mental Health Lead Practitioner

Noreen Khan has responsibility as the Designated Person for Looked After Children and the SENCO also undertakes this role.

Noreen Khan has responsibility for the whole school attendance policy and the behaviour policy and works alongside Paul Dearden, Deputy Head to monitor the processes and practice.

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, and ensuring that the voices of children are listened to and taken account of.
- Attend training sessions / briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy / Physical Restraint and Contact 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.
- 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.
- 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.
- Be aware of the local early help processes and understand their role in it.

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

### **Child Looked After and Previously Looked After Children**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The whole school and site DSLs have details of children's social workers and relevant virtual school heads.

- We have appointed a lead designated teacher, Noreen Khan, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.
- Because of the nature of our school we have a team of designated teachers who undertake the role of supporting looked after children and previously looked after children in conjunction with their SENCO roles. These designated teachers are appropriately trained and have the relevant qualifications and experience to perform the role of Looked after Children and previously looked after children designated teachers.

As part of their role, the designated teachers will:

- Work closely with the DSLs to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

## → 3. Training and Awareness Raising

In accordance with KCSIE 2024, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety and their responsibilities in relation to filtering and monitoring) and be made aware of the systems within the school which support safeguarding e.g., the Behaviour Policy. This is an integral part of the school's induction process. This training will be regularly updated.

All staff must ensure that they have read and understood KCSIE 2024: Part One/Annex A and/or Annex B. Once staff have read the document they will sign to declare that they have read and understood the information. Staff also complete Child protection and safeguarding training.

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

All staff members will receive training and updates around digital safeguarding and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively. The DSL, working with the SLT, have a record of all safeguarding training for all members of staff; this includes the dates of training and checks on the certification. By training and responding to 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 one member that has completed full Safer Recruitment training, within the last 3 years or Safer Recruitment Refresher training, if the former has already been undertaken.

All staff need to fully 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 be appropriately trained to support young people.

## → 4. Safeguarding/Child Protection Policy & Procedures

### **Pupil Voice**

Where possible, children are encouraged to contribute to the development of policies and share their views. We participate in the UNICEF Rights Respecting School programme and the whole school contributes to pupil voice on a weekly basis.

### **Poor Attendance**

We adopt MCC's updated Attendance Policy and Attendance Strategy and reflect these in our own policies. 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, as well as being absent or late at Registration. Any concerning patterns are reviewed in partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

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 and LA requirements in terms of monitoring and will report children appropriately to the CME Team.

We will follow the Emotional Barriers to School Attendance guidance (MCC, updated 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. (This is in response to learning from local serious case reviews.)



### **Alternative Provision (AP)**

As IncludEd Learning is specialist provision and most children are dual rolled it is highly unusual for us to consider placing any of our pupils into any other AP. However, should we do so, we will only place children in AP which is a registered provider and has been quality assured e.g. is on the MCC approved provider list or 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 effective sharing of information and 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 if 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 that all key staff work together to safeguard vulnerable children. All of our pupils are vulnerable. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support. All have SEND needs, physical and mental health difficulties or both. Key staff work together to review their caseloads and the DSL and Deputy DSLs monitor CPOMS entries several times a week.

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

- Is disabled or has certain health conditions and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to antisocial 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, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the school day
- LGBT children
- Has the potential for adultification

Additionally, these children will also be considered

- International new arrival, refugee or asylum seeker
- Looked after, previously looked after or under a special guardianship order
- Has or has had a social worker

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges. (KCSIE, Part 2).

Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. (KCSIE, Part 2). We work closely with schools and with CAMHS to support those children and young people whose mental health problems prevent them from attending school.

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 educational focus in the plan for the child.

### **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, coordinate 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 updates from partner agencies.

We update our awareness 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. This is covered through pastoral support and PSHE lessons within the curriculum.

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. (Appendix C).

## **CHILD ON CHILD ABUSE (KCSiE, Part 5)**

### **What is Child on Child Abuse?**

All our staff recognise that children are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including -

- Bullying including online/cyberbullying
- Sexual violence and harassment
- Physical abuse
- Sexting
- Upskirting (now a criminal offence and has reporting requirements)
- Initiation /hazing type violence and rituals

Our separate Child on Child Abuse Policy clearly outlines our procedures and approach to this issue which are summarised below:-

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

(Update previous advice and guidance ensuring new points are included)

While schools cover many aspects of child on child abuse in other policies such as the whole school behaviour policy, the anti-bullying policy and the online safety policy (cyberbullying and sexting) schools need to be clear about their strategies around wider behaviours including sexist and sexual bullying, sexual harassment, sexual violence.

Some useful definitions:

### **Sexual Harassment**

This can be defined as 'unwanted conduct of a sexual nature' that can occur online and offline. In the context of this guidance this means in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

It can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;

### **Sexting**

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. This is also known as youth produced sexual imagery.

The UK Council for Internet Safety (UKCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents ([www.gov.uk/government/publications/sexting-in-schools-and-college](http://www.gov.uk/government/publications/sexting-in-schools-and-college)).

### **Upskirting**

This typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. Cases of ‘up skirting’ have a mandatory requirement for being reported.

### **Sexual Violence**

In this guidance this refers to sexual violence in the context of child on child sexual violence. Children can and do abuse other children. Sexual violence covers a spectrum of behaviour. It can refer to sexual offences under the Sexual Offences Act 2013. This includes: -

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

### **Consent**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

It is important to know that: -

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape.

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and leading the school or college response. If in any doubt, they should seek expert advice.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

### **Harmful Sexual Behaviour (HSB)**

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

Useful guidance can be found in: - NSPCC and Research in Practice's Harmful Sexual Behaviour

Framework:

[www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviourframework.pdf](http://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviourframework.pdf)

### **Hazing/Initiation**

The practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

### **Contextual Safeguarding**

All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

### **Additional considerations for schools**

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not.

However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Schools and colleges should ensure that their response to sexual violence and sexual harassment between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

### **Prevention**

As well as having strategies for dealing with incidents schools and colleges should consider what they can do to foster healthy and respectful relationships between boys and girls including through Relationship and Sex Education and Personal Social Health and Economic education. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain.



The school will have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum. Such a programme should be developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:

### **Healthy and respectful relationships;**

What respectful behaviour looks like?

- Consent;
- Gender roles, stereotyping, and equality;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual violence and sexual harassment is always wrong; and
- Addressing cultures of sexual harassment.

IncludEd Learning delivers this currently, through planned, high-quality, Sex and Relationship Education (SRE) and Personal, Social, Health and Economic (PSHE) education.

## → 6. Other Safeguarding Issues

### **Domestic Abuse**

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation as a victim or witness and is a safeguarding issue which may have a lasting impact on them. MSPRU is aware children can be victims of domestic abuse in their own relationships too (teenage relationship abuse).

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings. The school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact centre will be contacted as soon as possible.

### **Forced Marriage**

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

## Female Genital Mutilation

Female genital mutilation (FGM) comprises “[all procedures involving partial or total removal of the external female genitalia](#), or other injury to the female genital organs.” The family often believes it is beneficial and, in a girl, or woman’s best interests – this can limit a girl’s motivation to raise concerns or talk openly about it.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

## Reporting FGM

If you **discover** that FGM appears to have taken place on a girl under 18:

- If you are responsible for teaching pupils, you have a statutory duty to report this to the police and will face disciplinary sanctions if you fail to report such cases;
- [You should report it as soon as possible after a case is discovered](#), and ideally by the close of the next working day;
- If you are not responsible for teaching pupils, you should tell the designated safeguarding lead (DSL) who will report it;
- All staff should discuss any case of known FGM with the DSL.

If you **suspect** that FGM has taken place but do not know, or suspect a girl is at risk, or discover it has been carried out on a woman who is 18 or over, you should follow your local safeguarding procedures. The duty to report does not apply in these cases.

## Preventing Radicalism and Violent Extremism

IncludEd Learning values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others that are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated.

IncludEd Learning seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

IncludEd Learning is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

### **COUNTY LINES EXPLOITATION**

IncludEd Learning recognises the geographically widespread form of harm that is a typical feature of county lines activity. It is recognized that County Lines Activity has a devastating impact on young people, vulnerable adults and local communities. IncludEd Learning seeks to safeguard children from exposure of county lines activity by positively promoting safeguarding throughout the school by following the school's safeguarding procedures when concerns are identified (See Home Office 'County Lines Guidance').

### **EARLY HELP**

Effective Early Help is essential to improve the life chances of Manchester's children, young people and their families. The aim of the Manchester Early Help Service is to build capacity in communities that will prevent crime, support education and enterprise, and keep children, young people and their families healthy and safe. We aim to do this by working with other agencies and directly with people from local communities. Support can be offered to families around debt, housing issues, managing behaviour and mental health support.

## → 7. Case Management, Record Keeping and Multi-Agency Working

### **Keeping Records**

The school completes all child protection and safeguarding records on the digital, cloud based CPOMS system. Training is provided to staff as part of their induction on how to log onto the system and to log any concerns. Guidance on the use of CPOMS is given on an ongoing basis.

We keep and maintain up to date information on children on the school roll including where and with whom the child is living, their 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 collect two emergency contacts for each child.

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

We keep our safeguarding records secure on CPOMs.

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

### **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 quickly:

- Speak to the site 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

Please see APPENDIX F for guidance for actions where there are concerns about a child.

### **Working with Parent/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 expect them to provide up-to-date contact details, including at least two emergency contacts.

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

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

In such cases the DSL or 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 the named Social Worker if:

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

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

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

We have arrangements in place that set out clearly in our Data Protection Policy - which outlines 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 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. During the school holidays these are attended by a member of the school team.

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

Our reports will 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 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.

### **Learning from Serious Cases**

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.

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. 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.



## → 8. The Curriculum

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

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

Relationships Education, Relationships and Sex Education 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.

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

All children know that there are adults in our school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Where possible, 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.

We have a clear set of values and standards which we uphold and demonstrated throughout all aspects of school life. We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic, transphobic and sexual violence and harassment.

## → 9. Digital Safety

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 school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.

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 21<sup>st</sup> century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in our Acceptable use agreement policy. From September 2024 onwards pupils will be asked to sign the following agreement:

### **Section 1: IT Agreement (the rules you must follow)**

1. I will only log onto the school systems with my own username and password.
2. I understand that my use of the Internet and other IT can be monitored, and that my teachers and other school staff will sometimes look at how I am using IT and what I am storing on my devices and other school devices.
3. I understand that my teachers will look at and assess my work that I keep in my files.
4. I understand that when I use IT, this is logged on school systems and that my teachers can see this.

5. I understand that if I do something that I should not when using IT; for example, look at sites I am not supposed to, download Apps that I should not, or use offensive language or images; that school staff will respond to this.
6. I will make sure that all IT communications with other pupils and my friends, teachers or others is responsible, sensible and appropriate and, most importantly, that it is not offensive or upsetting in any way.
7. I will be responsible for my behaviour when using the Internet. This includes the things that I look at and the words that I use.
8. I will not give out any personal information such as name, phone number or address.
9. I will not give out any personal information about my peers or any adults working at IncludEd Learning.
10. I will not share photos / images / videos of myself or anyone else that are inappropriate with anyone and I will tell a member of the safeguarding team if anyone sends something like this to me.
11. I will not copy someone else's work or images and pretend that they are mine.
12. I will respect the privacy and ownership of others' work online at all times
13. I will report any concerns that I have about myself or anyone else online to a member of the safeguarding team.

We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. The school employs a contracted IT support service - Smoothwall.

We ensure our monitoring system 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 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 have an acceptable use policy (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. Information on this subject is also included in the staff handbook.

We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website. We will complete online safety audits as appropriate to our needs and know where to access recommended models using 360/SWGfL.

We have a strategic plan which sets out how we work with parents. This sets out how we promote good practice in keeping children safe online at our various sites, including to support their children learning at home. The school website includes the Acceptable Use Policy as well as advice for online safety.

We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. We have a range of information available on our website.

We ensure that all staff working with children in the home or the community are supported during a specific induction process which sets out that they must adhere to safe and responsible behaviours, including online behaviours when providing home learning and communicating with families.

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.

## → 10. Safer Recruitment & 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 support 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 school's commitment to safeguarding and promoting the welfare of children.
- Our job adverts will make clear that safeguarding checks will be undertaken including online checks.
- We understand the process around filtering offences.
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form.
- Shortlisted applicants will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.
- Applicants must sign a declaration confirming information given is true.
- References are obtained by the school before the interview and open references are not acceptable.
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role.
- We will investigate at the interview if any concerns have come to light about the candidate through the self declaration or online checks.
- We involve pupils in the process in a meaningful way.

- All information in the decision-making process is recorded along with the decisions made.
- Correct pre-employment checks are carried out and appropriately stored on the single central record.
- We understand and acknowledge processes to determine if there are any prohibitions, directions, sanctions, disqualifications or restrictions related to the candidate.
- We understand the check which needs to be made for individuals who have lived or worked outside the UK.
- We adhere to duties which must be performed in relation to agency and third-party staff, contractors, trainees or student teachers, visitors and volunteers.
- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos.

The Head and the Advisory Panel 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. If any out of hours activities were to take place these would always be supervised by one of our own members of staff.

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

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

The school maintains a single central record of all recruitment checks updated and monitored annually or whenever there is legal requirement.

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

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.

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

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

## → 11. Managing Allegations and Concerns Against Staff, Supply Staff, Volunteers and Contractors

We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and manage 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 the facts and foundation to the allegation, aware of not jeopardising any future police investigation.

We consider allegations that may meet the harm threshold and those allegations / concerns that do not, referred to as 'low level concerns'. These are outlined in the 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 behaviour that may have happened outside school, known as transferable risk)

Our Managing Allegations Policy 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.

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

All low level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes- 430-436).

Our Low Level Concerns Policy 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 staff, volunteers, contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. The whistleblowing policy is reviewed annually by all members of staff, who record that they have read and understood the policy. It is also part of any induction process.

Historic allegations will be referred to the police.

## → 12. Safety on 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 risk to the wider community.

All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained. We will undertake an assessment of the education value, age appropriateness and content of the visitor's 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 a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contacts between school/college and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.

We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. Safeguarding procedures, policies and checks are part of any leasing agreement.

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

When the school is let and services or activities are provided by another body, the school's Advisory Panel or Head/Proprietor should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school on these matters where appropriate.

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

Safeguarding arrangements are included in any lease or hire agreement as a condition of use and occupation of the school premises – failure to comply with this will lead to termination of the agreement. Should we receive an allegation relating to an incident that took place on our premises, we will follow our own safeguarding procedures including informing the LADO.

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

There are placement procedures in place for any student going out on work experience. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.

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

It is highly unlikely that we would ever take children or young people abroad. However, were we to do so, for international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy of the High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.

We have a protocol for contacting parents and reporting to the emergency services, including police and hospitals.

We have read and considered the MCC - One Education Critical Incident Guidance, the DfE emergency planning and response for education, child care and social care settings and School and College Security GOV>UK and we have a critical incident policy in place.

## → 13. 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 or worries for children involved in ASB and on the edge of criminality, whether or not 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 significantly low numbers of reported CCE/CSE cases for girls locally and remain vigilant in recognising the signs of involvement for both boys and girls.

We are mindful of the language and descriptors used when discussing or referring CCE and CSE instances 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.

## → 13. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. Many of our children have multiple layers of risk.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after.

## → Monitoring and Review

This policy is subject to annual review, and additionally when changes to legislation and/or guidance is issued. The CAT and all school Advisory Panel will exercise their responsibilities in monitoring and reviewing line with their statutory obligations.

Date of Adoption: September 2024

Date of Review: September 2025

## → Appendix 1 - Internal Allegations Procedure Flowchart

If you become aware that a member of staff /volunteer may 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 or
- behaved towards a child or children in a way that indicated they **may pose a risk of harm** to a child



Where a young person discloses abuse or neglect

- Listen; take their allegation seriously;; reassure that you will take action to keep them safe
- Inform them what you are going to do next
- do not promise confidentiality
- Do not question further or approach/inform the alleged abuser



**Report** immediately to the Head of Centre

Any concern or allegation against the Head of Centre will be reported to the Chair of the Advisory Panel  
Unless there is clear evidence to prove that the allegation is incorrect, the Head of Centre must:



**Report the allegation within one working day** to the Local Area Designated Officer (LADO)

Manchester Contact Centre - Telephone: 0161 234 5001 (open 24 hours a day, seven days a week) Email: [mcsreply@manchester.gov.uk](mailto:mcsreply@manchester.gov.uk)



**The Designated Safeguarding Lead will:**

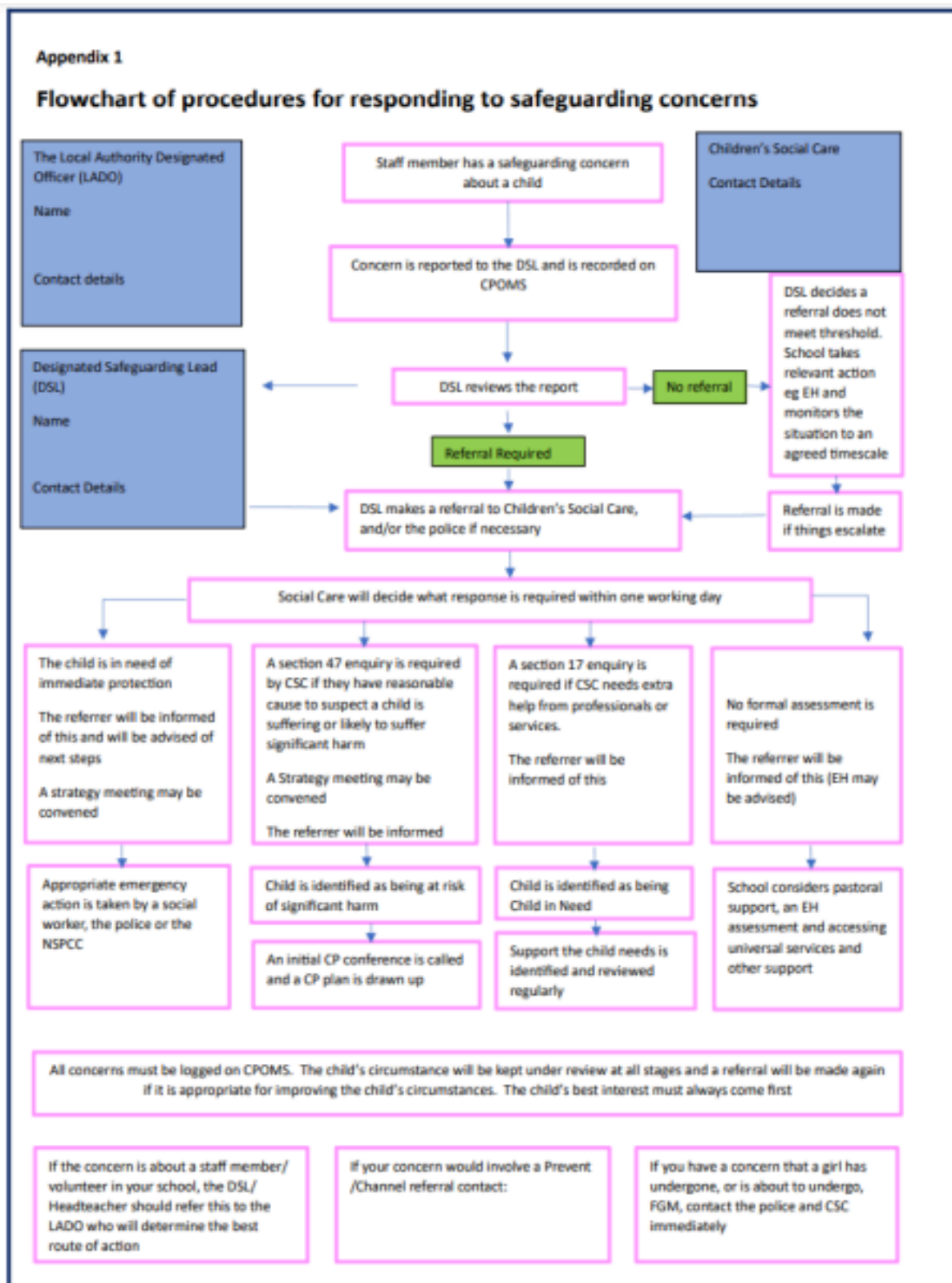
- Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
- Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police.



if the allegation threshold is NOT met, the DSL will agree with you and appropriate response (e.g. for the school to undertake further enquiries or undertake an internal investigation)

If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager, the DSL, safeguarding lead, police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed - e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made and regular reviews will take place until a conclusion is reached.

## Appendix 2. Flowchart of Procedures for Responding to Safeguarding Concerns





## → Appendices

### A - Key Legislation, Statutory Guidance & Ofsted Framework

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

#### A. Legislation, Statutory Guidance & Ofsted Framework

- **Definitions of Abuse & Neglect from ‘Working Together to Safeguard Children’ (updated 2023)**

##### **Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

##### **Physical Abuse**

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

##### **Emotional Abuse**

The persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them, or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber 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**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and 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 caregivers)
- ensure access to appropriate medical care or treatment
- provide suitable education It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

**Parent carer** - A person aged 18 or over who provides or intends to provide care for a disabled child for whom the person has parental responsibility

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

Specific guidance for educational settings - relevant sections to be read and understood by all staff and volunteers as deemed appropriate. It signposts to key legislation as well as signposting to useful organisations and resources.

- Ofsted Section 5 Inspection Framework for Schools
- Inspecting Safeguarding in Early Years, Schools & Skills Settings'
- 'Working Together to Safeguard Children'
- Prevent Duty, Section 26 Counter Terrorism & Security Act
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Domestic Abuse Act 2021
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools

- DFE Children Missing Education, Stat Guidance
- DFE Designated Teacher for LAC Guidance
- DFE Supervision of Regulated Activity
- Alternative Provision, Stat guidance
- Teachers' Standards
- Governors' Handbook
- 'Listening to & involving children & young people', stat guidance
- Health & Safety Legislation
- Equality Act

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

- DFE 'What to do if you are worried a child is being abused - Advice for practitioners
- Safer Working Practices'
- DFE National Standards of Excellence for Headteachers,
- DFE 'Use of Reasonable Force in Schools',
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Advice line
- DfE Sexual Violence and Sexual Harassment in Schools and Colleges advice
- DfE Promoting the education of children with a social worker -Virtual School Head role extension June 2021
- NSPCC 'When to call the police'

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

Links to: -

MSP Website: -

- MSP & GM Policies
- MSP Multi-agency Levels of Need & Response Framework,
- Safeguarding Concerns, Guidance & Proformas, including escalation process
- MSP LADO Referral Process
- MSP Learning from Serious Case Reviews
- MSP on Sexual Harassment
- GM Weapons Carrying Guidance

Help & Support Manchester Website: -

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

MThrive

National Police Chiefs' Guidance

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

- Health and Safety
- Physical Interventions/Restraint (Draft)
- Work Experience and Extended work placements
- Relationships Education, Relationships and Sex Education and Personal Social and Health Education
- Equal Opportunities
- E-Safety (Draft)
- Behaviour Management including fixed and short-term exclusions
- Trips and Visit (Draft)
- Special Educational Needs
- Toileting and Intimate Care (Draft)
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Child on Child Abuse
- Code of Conduct (for staff)

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

Schools Hub

- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- Attendance Guidance
- CME Guidance
- Inclusion Strategy
- Anxiety Based School Avoidance Guidance
- Weapon Carrying in Schools and Colleges Guidance

- MCC Elective Home Education Policy
- MCC Alternative Provision guidance and approved provider list
- UKIS Governors' Guidance for Online Safety

## F. Abbreviations

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

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

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

Our approach is child-centered.

'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 fulfill this responsibility effectively, all practitioners should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child.'

**(KCSiE, Part 1)**