

SAFEGUARDING POLICY

2021

Updated 29th March 2021

Great Minds Together

Great Minds Together		
The Lead social worker/ Quality Assurance Officer and Safeguarding Lead * who has the ultimate responsibility for safeguarding is Meg Walls.		
In their absence, the authorised member of staff is Emma Mander.		
KEY STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
Meg Walls	Lead Social worker/ Quality Assurance Officer and safeguarding	07706206434
Emma Mander	CEO	07929044510
Karen Hardman	Family Support Lead	07714806967
Rachel Gallagher	HR and personnel	07921505959

Should there be a safeguarding concern involving any of our students Great Minds Together's safeguarding policy is as follows:

It is responsibility of all staff and volunteers including the Life Skills Coach/ Mentor/ Family Wraparound Coordinator/ Teaching Assistant to be familiar with each student's individual safeguarding policy and risk assessment for both the student and the education setting they are in. This includes ensuring they are aware of:

- 1) who the responsible person is for safeguarding within that student's education setting
- 2) how they can be contacted in an emergency situation
- 3) who else they should contact should the first person be unavailable

Risk of immediate harm must be reported immediately to both Great Minds Together's Safeguarding Lead and CEO (via telephone) and to the settings safeguarding lead to ensure a coordinated, timely and consistent response appropriate to the level of concern.

Risk of immediate harm /urgent concern must be recorded within 30 minutes on Great Minds Together's safeguarding recording system (CPOMS) and this shared with the responsible staff member. Body maps should be completed where the child or young person has any physical marks or injuries and appropriate medical treatment sought if necessary.

Form to be signed, logging date and time- this should be the date and time the form was completed and the time that this information was shared with the settings safeguarding lead.

Lead social worker/ CEO and/ or the settings safeguarding lead will liaise with each other at the point of referral. Although it may be appropriate in some instances for the education setting to complete the referral to the Local Authority Mash team, in some instances it is appropriate for the referral to be made directly.

It is the responsibility of schools and other education providers to record any significant incidents or causes for concern as well as decisions taken and the reasoning to be logged onto the CPOM's system.

Multi-Agency Safeguarding Hub (MASH) Helpline: 0161 219 2895,

Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977

National Society for the Prevention of Cruelty to Children (NSPCC): 0808 800 5000

Local Authority (LA) Safeguarding in Education Team: 0161 245 7171

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

All concerns must be reported immediately to Great Minds Together's Lead Social Worker and/ or CEO Emma Mander (deputy safeguarding lead) as well as to the settings safeguarding lead or headteacher of the setting the child is in.

Should an allegation be made/ reported against a member of staff within the Great Minds Together's UK team this should be reported directly to the Lead Social Worker/ Safeguarding Lead and CEO as well as the headteacher of the setting in which the child is placed.

When an allegation is reported the Lead Social Worker/ Safeguarding Lead for Great Minds Together UK (and/ or CEO) will immediately contact the Designated Officer. Both the school or education setting and SOL UK will seek advice from their HR provider.

Manchester LA Designated Officer (formerly LADO): 0161 234 1214.

Complaints regarding a headteacher should be reported to the Chair of Governors. Complaints regarding the Great Minds Together Lead Social Worker/ Safeguarding Lead Meg Walls and/ or CEO Emma Mander should be reported directly to the Designated Officer and/ or Local Government and Social Care Ombudsmen as appropriate.

A written referral to the Designated Officer will be submitted where appropriate and written statements will be taken from relevant staff as part of any investigation.

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

- If staff are not satisfied with action that their genuine concerns have been taken seriously, they should raise the concern with both the Great Minds Together's Safeguarding Lead Meg Walls and CEO Emma Mander as well as the Designated Safeguarding Lead of the setting the child is in.
- If a staff member feels unable to do the above, they should raise their concerns with:
 - the Local Education Authority
 - NSPCC whistleblowing helpline
 - The Local Government and Social Care Ombudsmen

NSPCC Whistleblowing Helpline: 0800 028 0285

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

Review Date	Changes made	By whom
September 2019	Policy created	Lead Social Worker/ Safeguarding Lead
September 2020	Policy to be reviewed	Lead Social Worker/ Safeguarding Lead
March 2021	Policy reviewed and updated	Lead Social Worker/ Safeguarding Lead

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1.INTRODUCTION

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

This policy has been developed to ensure that all adults working within Great Minds Together are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

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

(KCSIE 2018)

See Appendix A, Part 1 of KCSIE, for definitions of Significant Harm, Physical Abuse, Emotional Abuse and Neglect from and further information about Complex Safeguarding Issues including Child Sexual Exploitation, Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime, County Lines in the full statutory guidance.

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

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- **protecting children from maltreatment**
- **preventing impairment of children's health or development**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care**
- **taking action to enable all children to have the best outcomes**

Children includes everyone under the age of 18.

(KCSIE p 5, September 2018)

- 1.1 Under the Education Act 2002, education settings 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 2015' and 'Keeping Children Safe in Education.' Our policy ensures that we comply with our Statutory Duties (Appendix A & B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C)
- 1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendices D & F)
- 1.4 Our policy complements and supports other relevant policies (Appendix E).

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

- 2.1 Our Lead Social Worker/ Safeguarding Lead and CEO will ensure that: -

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG SEF proforma to the LA as requested
- A Designated Senior Member of staff, known as the DSL, for child protection is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear and the reporting systems.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. Weekly meetings where all open cases are reviewed take place internally within Great Minds Together.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively.
- All staff from Great Minds Together have been DBS checked and hold appropriate insurance. Great Minds Together has clear safeguarding policies in place including lone working policies and risk assessments for each setting. Great Minds Together commits to ensuring all members have appropriate annual safeguarding training appropriate to their roles.
- We have appropriate procedures to ensure that there is no risk to children from visitors.
- Approved and recognized visitors. Appropriate vetting of visitors. Clear guidelines provided to all visitors about conduct around school.

2.2 Great Minds Together's Lead Social Worker/ Safeguarding Lead and CEO will ensure that:-

- All policies, procedures and training are effective and comply with the law at all times.
- Named members are identified as the designated governors for Safeguarding and for Prevent and receive appropriate training.
- The identified Safeguarding Lead will provide the Local Education Authority with appropriate information about safeguarding and will liaise with the designated member of staff at least three times a year.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually. Our code of conduct is reviewed by leadership as well as SLT within each education setting. All staff are asked to record that they have read and understood the policies.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. This is monitored by the CEO of Great Minds Together as well as the HR officer. A checklist of safer recruitment

practice is completed for each shortlisted application and retained in line with the retention policy.

- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. This is monitored through formal supervision and annual Professional Development Records which are updated annually.

2.3 The **Lead Social Worker/ Designated Safeguarding Lead (DSL)** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL Meg Walls together with Great Minds Together CEO Emma Mander will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide support and training for staff and volunteers. Yearly cycle of safeguarding INSET. New staff to receive safeguarding training as part of their induction. Impact monitored through observations and monitoring- Additional training implemented where needed.
- Ensure that all referrals made to Children's Services are effective and in line with MSCB (and other local authority) procedures. MASH contacted to support the referral process and confirm that threshold is reached. If required referral to contact center straight away. Followed by written referral. Process monitored until satisfied with outcome- Discussed at weekly meeting held by Great Minds Together's DSL and CEO as well as internally within the child or young person's education setting.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. Internal arrangements in place for peer to peer support. DSL attends regular network meetings. Regular supervision arrangements provided for all staff including the DSL.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Always be available during school hours during term-time, and at other times as designated by CEO. A member of the safeguarding team will attend any key meetings out of term time.

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

All staff will:-

- Follow our agreed Code of Conduct and 'Lone Working' policies.
- Attend training sessions/briefings as required to ensure that they are aware of the

signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety.

- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g. Attitude to Learning/Behavior policies, Anti- Bullying and Physical Restraint Policy.
- Provide a safe environment where children can learn
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role.
- Provide targeted support for individuals and groups of children as required, if appropriate to their role.

3.TRAINING AND AWARENESS RAISING

- 3.1 All new staff and regular volunteers will receive appropriate safeguarding information during induction. A meeting will be held with the DSL to inform them of expectations and procedures to follow. Upon arrival all visitors will receive a code of conduct/safeguarding overview and lone working policy as well as copies of risk assessments completed for individual children and young people.
- 3.2 All staff must ensure that they have read and understood 'KCSIE' (Appendix A). A paper copy is provided for all staff and form signed at the start of each year to record compliance.
- 3.3 All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.
- 3.4 All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively. Quarterly team meetings, regular briefings and emails ensure staff have relevant knowledge and understanding. Training record recorded by Lead Social Worker/ Safeguarding lead and/ or CEO or HR officer. Monitored regularly and training needs identified.

4 - SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

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

4.2 ATTENDANCE

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children we are working with.
- 4.2.3 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases. This may form part of an Early Help Assessment (EHA) or a Parenting Contract, alongside statutory services involved with a family.
- 4.2.4 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

4.3 EXCLUSIONS

- 4.3.1 The Lead Social Worker/ DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded from a setting 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. This will follow Manchester's Early Help Assessment which will be submitted to the local MASH team (or appropriate local processes) but also may necessitate a directly referral for support from an Education Case Worker. Both Great Minds Together and/ or the setting provider are responsible for ensuring any assessments or concerns are shared with the MASH or equivalent team depending on the area in which the child lives.

4.4 VULNERABLE GROUPS

- 4.4.1 We ensure all key staff work together to safeguard vulnerable children. CPOMs is used by teachers and support staff to record concerns, communications regarding vulnerable children. There is a weekly inclusion meeting attended by the designated safeguarding lead, deputies and the Family Lead. – Monitor all referrals and concerns and agree actions. Key people trained to appropriate level.
- 4.4.2 Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is misusing drugs or alcohol;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
 - is an international new arrival, refugee or asylum seeker

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

4.4.3 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behavior's such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

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

5.1 KEEPING RECORDS

Secure files recorded on Great Minds Together's internal systems and physical files stored in locked cabinets. Great Minds Together safeguarding information is stored on CPOMS which is only accessible with two factor authentication and all staff have a built in VPN meaning all information is secure and also backed up to a remote server.

Retention/archiving in line with GDPR.

- 5.1.1 We keep and maintain up to date information on children including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life.
- 5.1.2 We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- 5.1.3 We keep secure the safeguarding records.

5.2 RECORDING AND REPORTING CONCERNS

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

- Speak to the DSL or the person who acts in their absence
- 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

5.3 INFORMING PARENTS/CARERS

5.3.1 Our responsibility is to safeguard and promote the welfare of all the children, young people and adults we work with. We aim to do this in partnership with our

parents/carers as well as the education providers and would expect them to provide up to date contact details.

5.3.2 In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).

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

5.4 MULTI-AGENCY WORKING

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

5.4.2 We will notify Children's Social Care if:

- a child subject to a child protection plan is at risk of permanent exclusion.
- there is an unexplained absence of a child who is subject to a child protection plan of more than two days from school.
- it has been agreed as part of any child protection plan or core group plan.

5.5 CONFIDENTIALITY & INFORMATION SHARING

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

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

5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

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

5.6.1 Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible.

5.6.2 A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.

5.6.3 Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. DSL/ CEO and headteachers will be available to attend meetings in school holidays.

5.6.2 We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/carers. We will use the most up to date proforma.

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

- 5.7.1 Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 5.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 5.7.1 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.
- 5.7.2 We will endeavor to keep the child or adult informed about the progress of the complaint/expression of concern.

5.8 SERIOUS CASE REVIEWS

- 5.8.1 The MSCB will always undertake a serious case review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process.

Our DSL will keep up to date with the findings from SCRs in England and share the learning and review our safeguarding procedures if relevant.

6. THE CURRICULUM

We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to childcare and parenting skills.

- 6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- 6.2 This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 6.3 There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 6.4 Life Coaches and intervention sessions provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.
- 6.5 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage.

7. E-SAFETY

- 7.1 E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote children's' achievement, and support the professional work of staff, as well as enhance our management information and business administration.
- 7.2 The internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.4 We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- 7.5 We follow the MSCB guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 7.6 We work with children and parents to promote good practice in keeping children safe online.

8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE' and are outlined in our Safer Recruitment Policy.
- 8.2 The Headteacher and governing body for each setting will ensure that all external staff including Great Minds Together employees and volunteers have been DBS checked and Safer Recruitment Guidelines followed.
- 8.3 Written notification is requested and held on file at each setting/ education provider to confirm Great Minds Together and the setting have carried out the appropriate statutory recruitment checks and processes.
- 8.4 All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. Completed as part of DBD process and renewal.

9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- 9.1 We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers. Allegations must be brought to the attention of the safeguarding lead/ CEO and head teacher immediately who will seek advice from the LADO and HR provider before proceeding with any investigation.
- 9.2 All allegations made against a member of staff and volunteers, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 9.3 Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)

- 9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. The policy and summary is held within each individual staff handbook, emailed at least annually and a copy is available in the staffroom for all staff/visitors.

APPENDICES

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

APPENDIX A - 'Keeping Children Safe In Education' Part 1 - to be read by all staff

'Keeping Children Safe in Education' Part one: Safeguarding information for all staff - What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. **All** school and college staff should be prepared to identify children who may benefit from early help.²
9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-35. Staff may be required to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.³

What school and college staff need to know

12. All staff members should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include:
 - the child protection policy;
 - the staff behaviour policy (sometimes called a code of conduct); and
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

13. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
14. All staff should be aware of the early help process and understand their role in it. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
15. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm that may follow a referral, along with the role they might be expected to play in such assessments).⁴
16. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is frequently missing/goes missing from care or home;
 - is misusing drugs or alcohol;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
 - has returned home to their family from care.
18. **All** school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 42-51 of this guidance.
19. Departmental advice [What to do if you are worried a child is being abused - Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.

20. Staff members working with children are advised to maintain an attitude of ‘**it could happen here**’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.
21. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead (or deputy).

What school and college staff should do if they have concerns about a child

22. If staff members have **any concerns** about a child’s welfare, they will need to decide what action to take. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.
23. If staff have a concern, they should act on it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe. [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports school and college staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.
24. Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy) who will help staff decide what to do next. Options include:
 - managing any support for the child internally via the school or college’s own pastoral support processes;
 - an early help assessment;⁵ or
 - a referral for statutory services,⁶ for example as the child is in need or suffering or likely to suffer harm.
25. If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Early help

26. If early help is appropriate, the designated safeguarding lead (or deputy) should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services if the child’s situation does not appear to be improving or is getting worse.

Statutory assessments

27. If a child is in need or is suffering, or likely to suffer from harm then a referral should be made to local children’s social care to consider a statutory assessment.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

28. In both cases, referrals should be made in accordance with local criteria for action⁷ and follow the local authority's referral process.
29. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.**
30. The online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number.
31. The local authority should make a decision, within one working day of a referral being made, about what course of action it is taking and should let the referrer know the outcome. This will include determining whether:
 - the child requires immediate protection and urgent action is required;
 - whether the child is in need, and should be assessed under section 17;
 - there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made, and the child assessed under section 47;
 - any services required by the child and family and what type of services; and
 - further specialist assessments are required in order to help the local authority to decide what further action to take.
32. Staff should follow up on a referral should this information not be forthcoming.
33. If social workers decide to carry out a statutory assessment, school or college staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).
34. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
35. If a **teacher**⁸, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex A for further details.

Record keeping

36. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

37. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly and a lack of challenge to those who appear not to be taking action.⁹

What school and college staff should do if they have concerns about another staff member

38. If staff members have concerns about another staff member, then:
 - this should be referred to the headteacher or principal;
 - where there are concerns about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
 - in the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

Staff may consider discussing any concerns with the school's designated safeguarding lead (or deputy) and make any referral via them. Full details can be found in Part four of this guidance.

What the Education Advocate school or college staff should do if they have concerns about safeguarding practices within the school or college

39. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

40. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

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

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

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

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

6 Local authority children's social care has the responsibility for clarifying the process for referrals (Chapter one of [Working together to safeguard children](#)).

7 Chapter 1 of [Working together to safeguard children](#).

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

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

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

APPENDIX B Legislation, Statutory Guidance & Ofsted Framework

- **Keeping Children Safe in Education' - latest update, currently January 2021**
- **Ofsted Section 5 Inspection Framework for Schools, August 2016**
- **Inspecting Safeguarding in Early Years, Schools & Skills Settings' August 2016**
- **'Working Together to Safeguard Children' , July 2018**
- **Prevent Duty, Section 26 Counter Terrorism & Security Act 2015**
- **FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015**
- **Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)**
- **DFE Statutory Policies for Schools, Sept 2014,**
- **DFE Children Missing Education, Stat Guidance, Sept 2016**
- **DFE Designated Teacher for LAC Guidance, Nov 2009**
- **DFE Supervision of Regulated Activity, Jan 2013**
- **Alternative Provision, Stat guidance, Jan 2013**
- **Teachers' Standards, updated June 2013**
- **Governors' Handbook, Jan 2017**
- **'Listening to & involving children & young people', stat guidance, Jan 2014**
- **Health & Safety Legislation**

APPENDIX C - Non-statutory Guidance

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

APPENDIX D - MCC & MSCB Policies, Procedures & Guidance

Links to:-

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

APPENDIX E - Links to Other Relevant School/EY Setting/College Polices/Procedures

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

APPENDIX F - Other Relevant Education Department Policies/Guidance

All these are available on the Manchester Schools Hub Website.

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

APPENDIX G - Abbreviations

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