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Child Protection and Safeguarding Policy

Document Control

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Dissemination	This policy is emailed to all staff and Governors. It is stored on the staff shared area of the school network under 'policies' as well as being posted on our website.

Version Control

Date	Version	Updates/Changes
2017	1	Original version
August 2017	2	Latest amendments highlighted in yellow
August 2018	3	Latest amendments highlighted in yellow
November 2018	4	New MCC Model Policy adopted and personalised
September 2019	5	Statutory updates: Latest amendments in yellow (orange in Part 1 of KCSIE 2019: Appendix A)
April 2020	6	Statutory updates: Covid-19 (amendments in yellow – Appendix G; further amendments in green)
September 2021	7	Statutory updates to reflect the changes to KCSIE 2021 (highlighted in yellow).
September 2022	8	Statutory updates to reflect the changes to KCSIE 2022 (highlighted in yellow). Changes to reflect staffing cover for 2022/23
October 2023	9	Statutory updates – changes in line with MCC Model Policy. Staffing updates

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1. Key Information

1.1 Abbott Community Primary School

1.2 The **Head Teacher**, Phillippa Wilson, has ultimate responsibility for Safeguarding (head@abbott.manchester.sch.uk). In her absence, the authorised members of staff are: **Kate Stokes, Deputy Head Teacher/DDSL** (k.stokes@abbott.manchester.sch.uk) or Amanda Pugh, DSL/SENDCo/LAC DP (a.pugh@abbott.manchester.sch.uk).

1.3 Janet Warrington is the School Attendance Officer (j.warrington@abbott.manchester.sch.uk).

1.4 The named Governor for Safeguarding and Prevent is Marie Wilson: m.wilson@abbott.manchester.sch.uk.

1.5 All staff are made aware of Safeguarding Arrangements and Procedures (refer to KCSIE **2023**; paragraph 13). All key school staff are contactable via email or, at the school, on 0161 834 9529.

1.6 Our procedure **if there is a concern about child welfare or safeguarding** is to immediately inform the Head Teacher, or another authorised member of staff mentioned above. They will offer advice and take the appropriate action.

1.6.1 **Advice line numbers:** Multi-Agency Safeguarding Hub (MASH) Helpline **0161 219 2895**; Early Help Hubs (North) **0161 234 1973**, (Central) **0161 234 1975**, (South) **0161 234 1977**; National Society for the Prevention of Cruelty to Children (NSPCC) **0800 800 5000** and the Local Authority (LA) Safeguarding in Education Team **0161 245 7171**.

1.7 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:**

- You must ensure children are safeguarded where there is an immediate risk.
- All concerns including low-level, should be reported to the Head Teacher immediately, unless it is concerning the Head Teacher, in which case it should be reported to the chair of Governors at a.starvodale@abbott.manchester.sch.uk.
- The appropriate staff will begin allegation management – gathering recordings and information where appropriate. You must not interview the child or adult against whom the allegation is made.
- Liaise with Police/Manchester LA Designated Officer (formerly LADO) **0161 234 1214**.
- If an allegation is proved to be substantiated, the school must contact the disbarring service to make sure that this is recorded. This is the school's responsibility.

1.8 Our procedure for **whistle blowing if there is an urgent concern about child welfare or safeguarding** that cannot be dealt with through our usual systems is for staff to report their concern to the Head Teacher. The Chair of Governors should be contacted, if the concern raised is in relation to the practice of the Head Teacher.

1.8.1 **Advice line numbers:** NSPCC Whistleblowing Helpline **0800 028 0285**; Manchester LA Designated Officer (formerly LADO) **0161 234 1214** or email, help@nspcc.org.uk

1.9 Our **procedure for investigating and dealing with any complaints or concerns about our safeguarding practice** that are brought to our attention is detailed in our Complaints Policy. Additionally, we will co-operate with officers from the Education Department if they are aware of concerns which have been raised with Ofsted, the Regional Commissioner or the DFE.

Procedure Map for Child Protection

Concern or issue comes to your attention

Issue raised by child

Issue raised by an adult

Allow the child to talk, but **DO NOT** ask probing questions. Ensure that the child knows that you may have to talk to other adults about this. Seek advice/support from a senior designated person. Record disclosure on CPOMS.

Professional adult e.g. employee of the school, police. Record on CPOMS.

External adult e.g. parent, neighbour.

DSL will decide on the action to be taken after accessing historical safeguarding issues about the child. A call will be made to the professionals' telephone referral service, where a decision will be made about whether or not social work intervention is needed. If it is not, advice and guidance will be sought about what the next steps and options are for the child/family in question.

Assure adult that issue/concern will be logged, but reinforce that referrals cannot be made on hearsay. Inform them that they can, however, refer to Children's Services, if they feel this is needed. Record on CPOMS.

POSSIBLE OUTCOMES

School monitor the situation

Early Help Assessment

Contact made with agency already working with family

Referral for social work intervention/ MASH

Emergency safeguarding meeting is held to discuss incident and next steps

Any actions, phone calls, visits, meeting minutes, will be recorded on CPOMS. This will be kept updated, as a running record, until the case is closed.

DSL and Deputy DSL contact details given to all outside agencies and a request for updates is made.

If a Strategy Meeting is held, DSL will attend and feedback to deputy DSL.

DSL to keep any confidential paper copies of information locked away.

2. Statement of Intent

- 2.1 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.
- 2.2 This policy has been developed to ensure that all adults in **Abbott Community Primary School**, including regular staff, supply staff, volunteers, visitors and contractors are working together to safeguard and promote the physical and emotional welfare of all children. This includes implementing consistently good practice in identifying and addressing any safeguarding concerns, both inside and outside the school premises.
- 2.3 Our approach is child-centred:
- 2.4 ***'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 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, 1.2).
- 2.5 See KCSiE Part 1, Part 5 and Annexes A and B for definitions and further information about Significant Harm, Abuse and Neglect, and Contextual Safeguarding.
- 2.6 Please see section 13 of this policy for more Complex Safeguarding Issues, including Child Sexual Exploitation, Child on Child Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime and County Lines.
- 2.7 ***'Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental health or physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'*** (KCSIE, 1.4).
- 2.8 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.
- 2.9 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of **Abbott Community Primary School**. This policy complements and supports other relevant school and Local Authority policies (Appendix D).

- 2.10 Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'. Our policy ensures that we comply with our Statutory Duties (Appendices A & B)
- 2.11 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C), in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children's Services and Community Safety (MCC).
- 2.12 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix D)
- 2.13 Our policy complements and supports other relevant school policies (Appendix D).
- 2.14 Our policy is regularly reviewed and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

3. Ethos

- 3.1 **Abbott Community Primary School** aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2018' and implements policies, practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.
- 3.2 The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Manchester Early Help Assessment is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- 3.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.
- 3.4 Abbott will exercise diligence and prevent any organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils and staff.

4. Roles and Responsibilities

4.1 Leadership and Management

4.1.1 Our **Head Teacher** will ensure that the policies and procedures, adopted by the Governing Board, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.

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

4.1.1.2 'Schools and colleges should work with local authority children's social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans'. (KCSiE 2.113)

4.1.1.3 'All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.' (KCSiE, 2.114)

4.1.1.4 Our Head Teacher is fully aware of statutory guidance in KCSiE and will ensure that:

- Policies and procedures adopted by the Governing Board 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 teachings, 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 (bi-annually).
- We share the Safeguarding Self Evaluation and Action plan with governors at least annually.
- A senior member of staff, known as the DSL, is appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and receive 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.

- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through: displaying age-appropriate literature around school; delivering an effective PSHE/RSE curriculum; a range of assemblies; the celebration of awareness days; NSPCC workshops on 'safe touch' and more targeted health and social care interventions.
- We co-operate fully with MCC and MAP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions, and the processes for escalation of concerns. One of the identified DSL will be contactable during out of hour's and school holidays to ensure that multi-agency procedures can be continued.
- 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. Safeguarding information for visitors is displayed clearly, in many areas around school. This includes procedures to follow if any there are any concerns about a child or member of staff.
- 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. Our School Business Manager monitors and liaises with all staff/visitors and other organisations with regard to this.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on all volunteers.
- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.
- 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. The school co-operates with appropriate agencies and risk-based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

4.1.2 Our **Governing Board** have a strategic leadership responsibility for our school's safeguarding arrangements and **will** ensure that they comply with their duties under legislation. They **will** have regard to KCSiE 2023, ensuring policies, procedures and training in their schools are effective and comply with the law at all times.

4.1.2.1 Our Governing Board are also fully aware of our role in multi-agency safeguarding arrangements, of Manchester Safeguarding Partnership 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.

4.1.2.2 Our Governing Board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Ensure that all members of the Governing Board have read the most recent publication of Keeping Children Safe in Education in its entirety.
- Ensure that all members have completed appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.81).
- Ensure that a named member is identified as the designated governor for Safeguarding and for Prevent (may be the same person) and receive appropriate training.
- Ensure that the identified Safeguarding governor will provide the governing board with appropriate information about safeguarding and will liaise with the designated member of staff. A comprehensive annual audit is completed by the safeguarding governor; actions are fed back to other governors and followed up accordingly, to ensure safeguarding is effective.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Head Teacher to account for its implementation.
- Ensure that 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.
- Ensure that where this 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.
- Ensure that systems in place are well promotes, 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.
- Ensure that policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. Ensure that

the school has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.

- Ensure that we operate safer recruitment and selection practices, in accordance with Part Three of KCSiE, including appropriate use of references and checks on new staff and volunteers.
- Ensure that we have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors, and these are in line with KCSiE and Local Authority procedures.
- Ensure that all staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. Ensure there is appropriate challenge and quality assurance of the safeguarding policies and procedures.
- Regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

4.1.3 Our **Designated Safeguarding Lead (DSL)** is a member of our Senior Leadership Team and have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. They take lead responsibility for Early Help, safeguarding and child protection, including online safety 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 ultimate lead for child protection. (DDSLs are trained to the same standard as the DSL)

4.1.3.1 The DSL, together with the Safeguarding team as applicable, will:

- Act as the first point of contact with regards to all safeguarding matters with Multi-agency Partners (MAP).
- Attend specialist DSL training every two years.
- Encourage a culture of listening to children and taking account of their wishes and feeling, and also understand the difficulties some children may have in approaching staff about their circumstances
- Work closely with the school's lead for mental health
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues (KCSiE, 191-196)
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE, MSP and LA concerning safeguarding, through DL Networks, Safeguarding Newsletters and circulars, and update school procedures/policies as necessary.
- Provide and/or commission support and training for staff and volunteers.

- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, and follow escalation process if necessary. All contact with Children's services in light of a referral will be recorded and logged on CPOMS, for ongoing monitoring.
- Understand the assessment process for providing early help
- Have a working knowledge of how local authorities conduct a child protection case conference and review conference, and be able to attend and contribute to these effectively. Any conference reports written will follow the signs of safety approach.
- Ensure that all staff with specific responsibility for safeguarding children, including the DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice.
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance (Part 5.465).
- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult and have arrangements in place for ensuring this if a police officer requests to meet with a child when in school. (Annex D, link to statutory guidance - PACE Code C 2019)
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Share and transfer safeguarding and child protection information as appropriate, using the secure function of CPOMS.
- Always be available during school hours during term-time, and at other times as designated by the Head Teacher.
- Understand and support the school with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from risk of radicalisation
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Understand the lasting impact that adversity and trauma can have on children and young people
- Ensure the child protection policy is available publicly, via the school website, and parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this. School seeks parental consent before making referrals. Consent is waived if a child is at risk of immediate harm/increased risk of immediate harm.
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child.

4.2 All Staff

4.2.1 **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.

4.2.2 All staff will:

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance,
- Read Part One/Annex & B of KCSiE, as directed by SLT and appropriate to the individual roles, including signing a declaration at the beginning of each academic year to say that they have reviewed updated guidance.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help, Signs of Safety, Safe & Together, 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/procedures e.g. Behaviour Management Policy/Physical Restraint Policy.
- Provide a safe environment where children can learn.
- 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.
- 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
- 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. Aside from those directly responsible for safeguarding, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.
- Attend multi-agency meetings as required, if appropriate to their role.
- Be aware of the local early help processes and understand their role in it
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role.
- Provide targeted support for individuals and groups of children as required, if appropriate to their role.
- Be aware of the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

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

4.2.3 We ensure that all key staff work together to safeguard **vulnerable children**. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support.

4.2.3.1 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 pupil who:

- is disabled and has specific additional needs;
- has special educational needs or health conditions (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- 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 or is a privately fostered child;
- is a child who is looked after, previously looked after or under a special guardianship order;
- is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

Additionally, these children will also be considered:

- those whose parent/carer has expressed an intention to remove them from school to be home educated
- International new arrival, refugee or asylum seeker
- Looked after, previously looked after or under a special guardianship order.
- has or has had a social worker
- LGBT children (KCSiE, Part 2:203-205)
- Has the potential for adultification

4.2.4 At Abbott, we ensure that all key staff work together to safeguard vulnerable children. During regular meetings with class teachers and SLT, children are identified and, where appropriate, referred to Multi Agencies if needed. CPOMs is used daily as a means of communication and information sharing, with all appropriate staff. Where relevant, children have pastoral support, where they can

discuss any issues or concerns they may have with a familiar adult. These children also have open access to The Chill Zone (our nurture room) during breaks and lunch times.

5. Training and Awareness Raising

- 5.1 In accordance with KCSiE 2023, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety and their responsibilities in relation to filtering and monitoring), and be made aware of the systems within school which support safeguarding and promoting the welfare of children e.g. the Behaviour Policy.
- 5.2 All adults working with children, complete Safeguarding Level 1 training as part of their induction programme and we ensure that all adults work within an environment where they feel able to raise concerns and feel supported in their safeguarding role. This training will be regularly updated
- 5.3 Staff are also registered and trained on how to use CPOMS, our online reporting system.
- 5.4 All staff must ensure that they have read and understood 'KCSiE' Part 1 and Annex A (Appendix A). All staff sign to state that they had both READ and understood this document, with changes to new legislation, being highlighted by SLT. Staff are regularly given assessment tasks/scenarios related to safeguarding to ensure understanding and identify any training needs.
- 5.5 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.
- 5.6 All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, including online safety, and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively. This will be done through staff meetings and email bulletins.
- 5.7 To recognise the expertise built within staff by training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy.
- 5.8 All interview panels will include at least one member that has completed up to date Safer Recruitment training within the last 3 years.
- 5.9 All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people and this is included in our training programme.

6. Attendance, Exclusions and Pupil Voice

- 6.1 At **Abbott Community Primary School**, children are encouraged to contribute to the development of policies and share their views, through a variety of channels. Such ways include regular pupil questionnaires, School Council, House Captains, assembly leads: all of which include representation from Year 1 to year 6.
- 6.2 **Abbott Community Primary School** views attendance as a safeguarding issue and in accordance with the school's 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 and young people in our care.
- 6.3 We adopt MCC Attendance Policy and Attendance Strategy and reflect these in our own policies. We attend targeted support meetings related to attendance when required.
- 6.4 The 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).
- 6.5 Where there are poor attendance and/or punctuality issues, children are identified early for intervention. These include: early morning wake up calls; allocation of free breakfast clubs; home pick-ups; Early Help Assessments and School Health intervention.
- 6.6 We implement the statutory and LA requirements, in terms of monitoring and reporting children **to the CME Team**.
- 6.7 We will follow the Anxiety Based School Avoidance guidance (MCC updated version May 2023) to assist with strategies for supporting children experiencing anxiety to return to school.
- 6.8 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.)
- 6.9 The school will only place young people in an **alternative educational provision** which is a registered provider and has been quality assured.
- 6.9.1 Children who require access to alternative provision will have a personalised learning plan designed to meet their needs. **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.**
- 6.10 We comply with statutory regulations and with the LA Inclusion Policy (October 2021).

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

6.10.2 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.

6.10.3 Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

6.11 Elective Home Education

6.11.1 We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child's best education is at the heart of the decision.

6.11.2 We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs.

6.11.3 If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered; especially if the child has SEND, is vulnerable or has a social worker, **before** the final decision is made.

6.11.4 We will inform Manchester LA of all deletions from the admission register when a child is taken off-roll and we understand that a child may be removed from roll as soon as the parent has informed us of their decision.

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

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

7.1 Keeping Records

7.1.1 **Abbott Community Primary School** will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school 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.

7.1.2 All records relating to safeguarding will be kept in line with the school's records management policy.

- 7.1.3 We keep an electronic record of all referrals made to outside agencies, relating the safeguarding children. These records are kept securely.
- 7.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. We keep a copy of the file in accordance with our Transfer of Records Policy (See Appendix E) **and statutory and** LA Guidance (See Appendix F) and our Retention Schedule.
- 7.1.5 The DSL should ensure child protection files are transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives.

7.2 **Recording and Reporting Concerns**

- 7.2.1 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 (KCSIE Part 1 in Appendix A).
- 7.2.2 If a concern arises all staff, volunteers and visitors must follow the procedures summarised in KCSIE and in this policy.
- 7.2.3 If a concern arises all staff, volunteers and visitors must use the flowchart procedures set out previously in this policy (page 5). There are also visual guidance notes around school, for visitors to follow.

7.3 **Working with Parents/Carers**

- 7.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details, including at least 2 emergency contacts.
- 7.3.2 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.
- 7.3.3 We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).
- 7.3.4 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 sexual abuse. We will record the reasons, if consent is not gained.
- 7.3.5 In such cases the DSL or Head teacher will seek advice from Children's Social Care AGS.

7.4 **Multi-Agency Working**

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

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

7.4.3 We will notify Children's Social Care/**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.

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

7.5 Confidentiality and Information Sharing

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

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

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

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

7.5.5 We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information fairly and lawfully and keep it safe and secure.

7.5.6 We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSiE Part 2:**115-123**)

7.5.7 We have an independent Data Protection Officer, supplied by Global Policing Limited, who is responsible for overseeing the implementation of our Data Protection Policy (Appendix D).

7.6 **Child Protection (CP), Child in Need (CiN), Team around the child/family Meetings and Conferences**

- 7.6.1 An initial CP conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.
- 7.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups.
- 7.6.3 Members of staff who are asked to attend a CP 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.
- 7.6.4 Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- 7.6.5 We will aim to discuss and share reports with the parents/carers before the conference.
- 7.6.6 All relevant staff will be confident in using the tools which are part of the Signs of Safety approach, including refreshed and updated versions.
- 7.6.7 Initial Case Planning reports are done by Chronology of Events obtained from CPOMS. DSL, Deputy DSL, SENDCO and LAC DP have email contact and CPOMS access throughout the year. DSL and Deputy DSL attend termly network meetings to be updated on any changes and share the learning and review our safeguarding procedures if relevant.

7.7 **Concerns/Disclosures by Children, Staff and Volunteers**

- 7.7.1 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.
- 7.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 7.7.3 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.
- 7.7.4 We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

7.8 **Learning from Serious Case Reviews (SCRs)**

7.8.1 MSP will always undertake a child practice review (CPR) previously called a serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death.

7.8.2 The purpose of the CPR/SCR is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people

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

7.8.4 Our DSL will keep up to date with the findings from CPR/SCRs in Manchester and other learning reviews nationally, share the learning and review our safeguarding procedures if relevant.

8. The Curriculum

8.1 We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills. This includes face-to-face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.

8.2 All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. 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.

8.3 Children and young people 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, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.

8.4 Personal Social and Health Education (PSHE), Relationships and Sex Education (RSE) and Religious Knowledge lessons will 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, forced marriage, family patterns, religious beliefs and practices and human rights issues.

- 8.5 **Abbott Community Primary School** takes account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of grooming and exploitation including obesity, poor mental health, Domestic Abuse, CSE, Radicalisation and Extremism, child-on-child abuse, Modern Slavery, County Lines, FGM, Forced Marriage (see appendices for guidance and links to further information).
- 8.6 All pupils know that there are adults in the 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.
- 8.7 We fully embed into our curriculum, that primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being.
- 8.8 Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2, 129)
- 8.9 Parents are free to withdraw their children from RSE lessons if they wish to do so. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science. Under these circumstances, private arrangements are put into place, with the parents concerned. This is to ensure that the children are fully safeguarded.
- 8.10 We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.
- 8.11 We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment

9. Online Safety (KCSiE Part 2, 135-148)

- 9.1 Online 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.
- 9.2 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.
- 9.3 The internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children and young people with quality access as part of their learning experience.
- 9.4 It is the duty of **Abbott Community Primary School** to ensure that every child and young person is in its care is safe and this applies equally to the 'virtual' or digital world. We embed, in our curriculum, the underpinning knowledge and behaviours of keeping safe online, in accordance with legislation (Appendix D).

- 9.5 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.
- 9.6 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. This service is provided by One Education, who the DSL (or designated DDSL) will liaise with regularly to monitor this.
- 9.7 The checklist to ensure compliance with Filtering and Monitoring standards is included as Appendix B
- 9.8 We ensure our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility.
- 9.9 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
- 9.10 We work with children and parents to promote good practice in keeping children safe online. We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite. These are updated annually to ensure that it is up to date with all forms of media use.
- 9.11 We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children.
- 9.12 We follow the MAP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 9.13 We work with children (e.g. pupil acceptable usage) and parents to promote good practice in keeping children safe online. See Online/E - safety policy.
- 9.14 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. All staff follow the acceptable use policy, and online communicate with children/parents and carers using authorised school email accounts.
- 9.15 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 reflecting on the risks our children face. (KCSiE Part 2, 135-148)
- 9.16 We will complete online safety audits as appropriate to our needs and know where to access recommended models.

10. Safer Recruitment and Selection of Staff

- 10.1 The school's written recruitment and selection policies and procedures adhere to the DfE Guidance, KCSiE and **the LA model policy for Safer Recruitment.**
- 10.2 The Governing board prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- 10.3 **Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school. These measures are outlined below and expanded in our Safer Recruitment Policy.**
- **All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.**
 - Our job adverts will include safeguarding requirements and the school's commitment to safeguarding and promoting the welfare of children. They will make clear that safeguarding checks will be undertaken, including online checks for shortlisted candidates.
 - We understand the process around filtering offences
 - Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
 - We do not accept CVs in the 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 before interview to allow concerns raised to be explored further with the referee and taken up with the candidate at interview.
 - Employers do not rely on open references. Where electronic references are received, employers should ensure they originate from a legitimate source.
 - On receipt, references are checked to ensure that all specific questions have been answered satisfactorily. The referee will be contacted to provide further clarification as appropriate. Any discrepancies are taken up with the candidate.
 - We will also investigate at interview if any concerns have come to light about the candidate through DBS or online checks.
 - **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 complete appropriate 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

10.4 The Head Teacher and Governing board will ensure that all external staff and volunteers, including out of hours organisations using our school site, have an enhanced DBS check with barred list information provided that 'children's workforce independent schools' is specified in the parameters for the barred list check.

10.5 When our school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect providers to meet the guidance in Keeping Children Safe in Out of School Settings (KCSIE, Part 2, 167).

10.6 If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if relevant (KCSIE Part 4, 377)

10.7 Checks are carried out to ensure that any candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the secretary of state, or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012.

10.8 Maintained school governors have an additional section 128 check.

10.9 The Teacher Services system is used to verify any award of qualified teacher status (QTS) and the completion of teacher induction or probation periods.

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

10.11 Additional non-statutory information, such as who carried out the checks, checks for volunteers and childcare disqualification checks is recorded on the single central record (SCR).

10.12 The school maintains an electronic single central record (SCR) of all recruitment checks, which is updated and monitored at least termly by Senior Leadership and the named Safeguarding Governor.

10.13 We refer to the DBS when someone is suspended or moved out of regulated activity to another post, if they meet the 'harm' criteria.

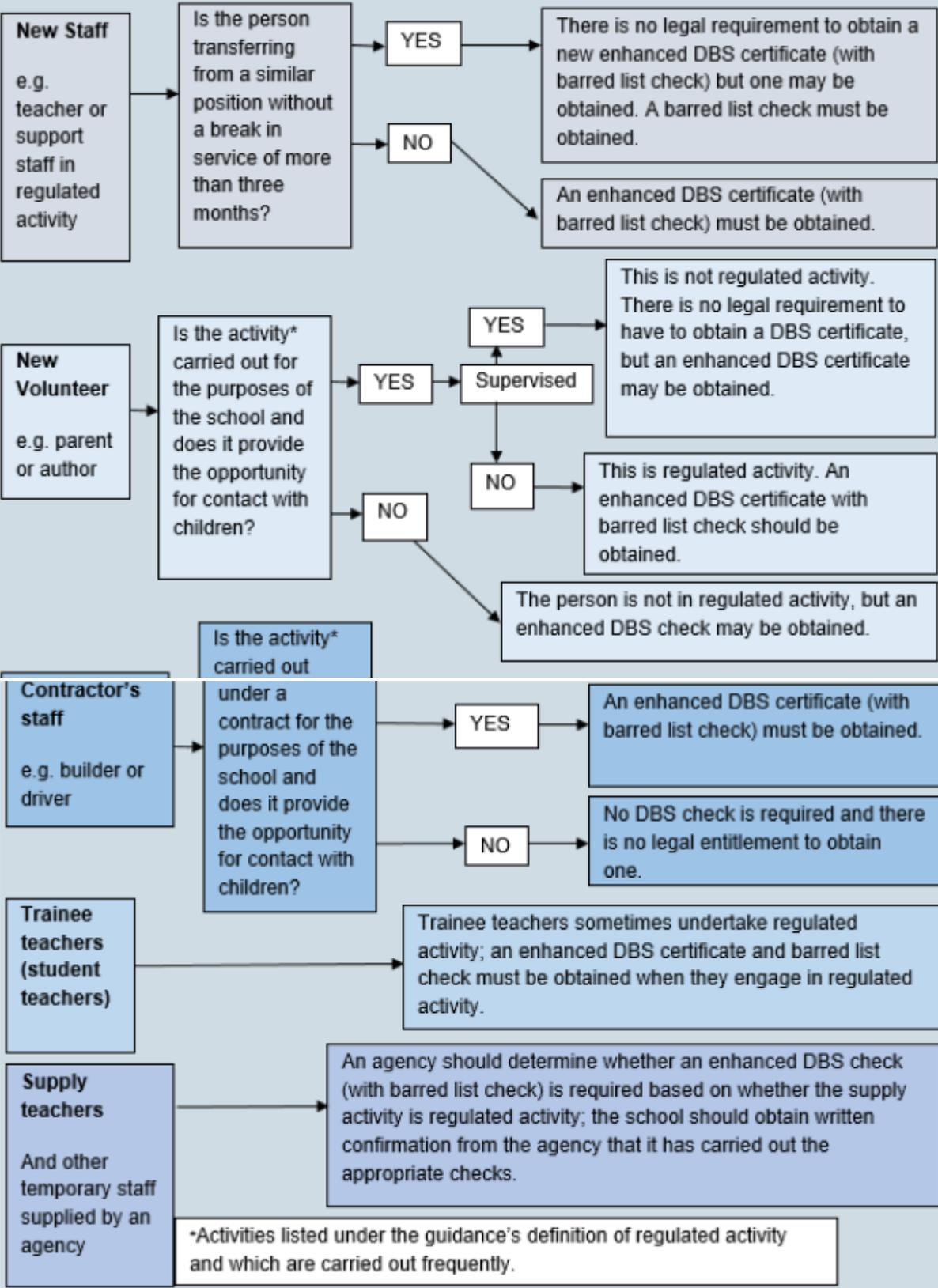
10.14 We record risk assessments when deciding whether to get an enhanced DBS check for any volunteer not engaging in regulated activity.

10.15 If we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil, and are satisfied that the provider meets the needs of the pupil. We request written confirmation from the alternative

provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.

- 10.16 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.
- 10.17 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 under the Childcare Act 2016 and their obligations to disclose relevant information to the Head Teacher.
- 10.18 There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- 10.19 We will not keep copies of DBS certificates, either electronically or in paper files.
- 10.20 Individuals who have lived or worked outside the UK undergo the same checks for their time there.
- 10.21 School always checks the identity of contractors and their staff on arrival at the school. School ensure that contractors sign in through the appropriate methods, including sub-contractors of the named MCC firm.

FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS



11. Managing Allegations and Concerns Against Staff, Agency, Volunteers or Contractors

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

11.2 The likelihood of allegations and complaints against staff are minimised by having:

- Safer Recruitment strategies in place
- Appropriate induction and training
- Open and transparent safeguarding ethos
- Professional code of conduct
- Regular briefing and discussion of safeguarding issues
- Ensuring that children are aware of safeguarding issues through the curriculum, e.g. PSHE/SRE

11.3 The harms threshold indicates that a person would pose a risk of harm if they have:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour that may have happened outside school/college, known as transferable risk)

11.4 Our Managing Allegations Policy - 'Statement of procedures for the allegation of staff'- details the processes and responses to reporting harm threshold cases and also managing their conclusions.

11.4.1 Staff members should follow the procedures below, if they have concerns about another adult/member of staff, as soon as possible:

- Take the matter seriously and keep an open mind
- Do not investigate
- Do not promise confidentiality to the informant
- Make a written record of the allegation using the informant's words (including time, date and place where the alleged incident took place, what was said and anyone else present; sign and date)
- If the concerns are about the Head Teacher, then the Chair of Governors or the Vice Chair should be contacted, in the absence of the Chair.
- Allegations which meet the threshold will be referred to the Designated Officer (DO) who will oversee the management of the allegation and its investigation. (See link to guidance in Appendix D)
- Decisions must not be made without a discussion with the DO
- The DSL or HT must then make a written record of discussions with DO and others
- The DSL or HT must make sure DO has full details of the person against whom a concern has been raised and the person who is the subject of the concern

11.5 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/college
- Inappropriate conduct outside of work
- Those raised during recruitment and vetting processes

11.6 The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation.

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

11.8 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'. These are outlined in our 'Statement of procedures for the allegation of staff'.

11.9 Although low-level concerns may not meet the harm threshold, they are not insignificant and all low-level concerns are reported to the Head Teacher and may also be self-referred (KCSiE provides further clarity on processes- 423-440).

11.10 The Governing Board ensures that there are procedures in place to manage concerns/allegations, against staff (including volunteers) that might indicate they would pose a risk of harm to children. Such allegations should be referred to the designated officer(s) at the local authority. See Statement of procedures for dealing with allegations of abuse against staff ACPS-002.

11.11 All allegations made against a member of staff and volunteers, including supply staff, visitors, 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.

11.12 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistle-blower. Please see Whistleblowing policy.

11.13 Historic allegations will be referred to the police.

11.14 For further information around information sharing, please see documentation in Appendix B

12. Safety On and Off Site

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

- 12.2 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- 12.3 All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained. There are clear guidelines displayed around school, advising visitors of their rights and responsibilities with regards to safeguarding at Abbott.
- 12.4 Visitors who are in school/college in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check.
- 12.5 We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school.
- 12.6 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities, through referencing and DBS checks.
- 12.7 All school trips are fully risk assessed and no child will be taken offsite without parental permission.
- 12.8 When the school is let, if services or activities are provided by the Governing board or proprietor, under the direct supervision or management of school staff, the school arrangements for child protection will apply.
- 12.9 When the school is let and services or activities are provided by another body, we seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school on these matters where appropriate.
- 12.10 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.
- 12.11 Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school premises – failure to comply with this will lead to termination of the agreement.
- 12.12 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.
- 12.13 We have a work experience and volunteer placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.

12.14 We have a Health & Safety policy (Appendix D), which details reporting to emergency services.

12.15 We have read and considered the MCC/One Education Critical Incident guidance, the DfE Emergency planning and response for education, childcare and children's social care settings and School and College Security GOV.UK and we have a Critical Incident policy in place.

13. Complex Safeguarding Concerns

13.1 Child-on-Child Abuse (KCSiE, Part 5 & Part2,156)

13.1.1 At Abbott, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, and its impact on the individual child's emotional and mental health and well-being.

13.1.2 All staff recognise that children are capable of abusing their peers, including online. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

13.1.3 Procedures and guidance on how to deal with allegations of child on child abuse are in place, and shared with staff. These include:

- systems that ensure 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
- 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
- how allegations of child-on-child abuse will be recorded, investigated and dealt with
- recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and simply not reported
- recognition that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously
- our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2023

13.1.4 Staff recognise that child on child abuse can manifest itself but may not be limited to:

- bullying (including cyber bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment (this may be stand-alone or part of a broader pattern of abuse);

- upskirting, which 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. Upskirting is a criminal offence;
- sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.); and
- initiation/hazing type violence rituals

13.1.5 Child-on-child abuse is dealt with immediately. Information is gathered as soon as possible to get the true facts around what has occurred as soon after the child/ren may have forgotten. It is dealt with sensitively and thought is given to the language used.

13.1.6 We do not use the word perpetrator as this can quickly create a 'blame' culture and leave a child labelled.

13.1.7 See **KCSIE 2022**, paragraph 29, for more information on serious violence.

13.2 **Child-on-Child Sexual Violence and Sexual Harassment**

13.2.1 Staff are aware of the terms related to sexual violence and sexual harassment, including consent.

13.2.2 They recognise that reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.

13.2.3 They recognise that the school's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

13.2.4 A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. A victim will never be made to feel ashamed for making a report.

13.2.5 Staff must not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps.

13.2.6 Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.

13.2.7 Staff recognise that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

- 13.2.8 When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider: the victim, especially their protection and support; the alleged perpetrator; and all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- 13.2.9 As always when concerned about the welfare of a child, all staff should act in the best interests of the child. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
- 13.2.10 Every report is considered on a case-by-case basis. School may decide to manage the case internally, make a referral to early help or report the incident to the police.

13.3 Domestic Abuse

- 13.3.1 The cross-government definition of domestic violence and abuse is: 'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality'. The abuse can encompass, but is not limited to:
- Psychological;
 - Physical;
 - Sexual;
 - Financial;
 - Emotional
- 13.3.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- 13.3.3 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 and is a safeguarding issue.
- 13.3.4 Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.
- 13.3.5 Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and 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.

13.4 **Child Sexual Exploitation (CSE)**

13.4.1 Children's Social Care will refer cases of child exploitation, criminal or sexual, to the Complex Safeguarding Hub and we will contact the professionals' advice line for further support to hasten this process or seek guidance, as appropriate.

13.4.2 CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

13.4.3 CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

13.4.4 The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Step one – Identifying cases: School staff members are aware of and look for the key indicators of CSE, these are as follows: Going missing for periods of time or regularly going home late; Regularly missing school; Appearing with unexplained gifts and new possessions; Associating with other young people involved in exploitation; Having older boyfriends or girlfriends; Undergoing mood swings or drastic changes in emotional wellbeing; Displaying inappropriate sexualised behaviour.

Step two – Referring cases: Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Step three – Support: The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

13.5 **Child Criminal Exploitation; County Lines**

13.5.1 Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

13.5.2 We understand that schools are one of many locations where children can be targeted and recruited into county lines and recognise additional specific indicators that may be present when a child is criminally exploited through involvement in county lines. (KCSiE, Annex B)

13.5.3 We are aware of the significantly low numbers of reported CCE cases for girls locally and remain vigilant in recognising the signs of involvement for both boys and girls

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

13.5.5 We consider the use of the term 'gang' and only apply it to Organised Crime Gangs, not urban or street groups, although our children may perceive that they belong to, or associate with, a named 'gang'.

13.5.6 We will seek help, support or recommendations from statutory partners with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term.

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

13.5.8 Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female)under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years; can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

13.6 Community Safety

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

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

13.6.2 Child abduction and community safety incidents

13.6.2.1 We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe through delivering regular PSHCE sessions, Co-operative group-work, Circle Times. Peer Support and restorative Practice.

13.6.2.2 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.

13.7 **Sharing of Nudes and Semi-nudes**

13.7.1 Sending sexually suggestive photos and/or videos via mobile or over the internet is illegal. Young people (under 18) texting intimate pictures of themselves via social media are committing a criminal offence (distribution of child pornography) and can face police action, even if their actions are entirely voluntary. Where adults are involved in sharing or creating photos of under 18s, this constitutes child sexual abuse, and will be reported to the police. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However, Abbott takes a pro-active approach to help students to understand, assess, manage and avoid the risks associated with 'online activity' through sessions which are focus on online safety. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

13.8 **Cyber Bullying**

13.8.1 Cyber Bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone.

13.8.2 Electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

13.8.3 Abbott takes a pro-active approach to help students to understand, assess, manage and avoid the risks associated with 'online activity' through sessions which are focus on online safety. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility.

13.9 **Prejudiced Behaviour Relating to the Nine Protected Characteristics**

13.9.1 The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life and sexual identity.

13.9.2 We will always take a considered and sensitive approach in order that we can support all of our pupils. Incidents are investigated and recorded in line with the school's anti-bullying policy.

13.10 Gender Based Violence/Sexual Assault

13.10.1 Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. Staff recognise that there may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards.

13.10.2 Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

13.10.3 Incidents are investigated and recorded in line with the school's behaviour policy.

13.11 SEND (Special Educational Needs or Disabilities) or Health conditions

13.11.1 The welfare of all pupils at Abbott is of paramount importance. We recognise that some children may be especially vulnerable to abuse.

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in managing or reporting these challenges. (KCSiE, Part 2:199)

13.11.3 Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. (KCSiE, Part 2:180-186)

13.11.4 We ensure that staff consider the context in which incidents occur and hether wider environmental factors (extra-familial harm) are present in a child's life that are a threat to their safety and/or welfare.

13.11.5 We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. We

recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.

13.12 **Looked After Children and Previously Looked After Children**

13.12.1 Staff have the skills, knowledge and understanding to keep looked after children safe and are aware that a previously looked after child potentially remains vulnerable. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status. We work with relevant social workers and the Virtual School (KCSiE, 187-196).

13.12.2 Where children have or have had a social worker, we will work alongside the social worker to ensure there is a clear education focus in the Plan for the child.

13.13 **Private Fostering**

13.13.1 Most children and young people spend some time away from their home staying with relatives and friends. In cases where children/young people may stay for longer period of time special procedures may apply. If a child or young person is under 16 (or if disabled under 18) and living with a family member or friend for longer than 28 days this is then seen as Private Fostering. This does not have to be continuous; if a child/young person is staying with family members or friends that add up to 28 days or longer in any period of time this may then be seen as Private Fostering. Private Fostering is an arrangement made by the parent with the carer who has agreed to look after the child/young person on their behalf. In some circumstances they may not have agreed or the circumstances of their living arrangements raises health, welfare and safety concerns for the child/young person.

13.13.2 The school recognises its responsibilities regarding Private Fostering ensuring staff are fully aware on how to identify a child/young person and the circumstances around Private Fostering. This includes a duty to report any instances to the local Authority if it is believed the child/young person is possibly living in a Private Fostering arrangement. This policy should be read in conjunction with the further guidance from Manchester City Council which can be found at the following web address: http://www.manchester.gov.uk/info/100010/social_services/3281/caring_for_some_one_elses_child

13.14 **The Use of Reasonable Force**

13.14.1 Staff recognise that sometimes they may need to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these

circumstances means 'using no more force than is needed'. (Appendix D for further information).

13.15 Preventing Radicalisation and Violent Extremism

- 13.15.1 **Abbott Community Primary School** values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which 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. Abbott 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.
- 13.15.2 Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- 13.15.3 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 13.15.4 Abbott is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.
- 13.15.5 There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).
- 13.15.6 However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.
- 13.15.7 **The Prevent Duty** - All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.
- 13.15.8 There is guidance set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

13.15.9 Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people.

13.15.10 **Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

13.15.11 **Knife Crime** - Dealing with gang or youth violence issues is a shared responsibility for the community and partner agencies. Schools affected by these issues will be able to draw advice and support from their local partners, such as the police, youth offending teams, other local authority teams or the voluntary and community sector. The Local Safeguarding Children Board (LSCB) may also have a strategy to address these issues.

- If an offender was or is part of a group or a gang, this may lead to a longer sentence.
- It is illegal to carry a knife in a public place, even if it belongs to someone else.
- It is also illegal to carry a folding pocket knife if the edge of the blade exceeds 3 inches (7.6 cm).
- It is illegal to carry a pocket knife if the blade can be locked.
- It is illegal to carry any knife, including folding knives, if there is intent to use it as a weapon, even if it belongs to someone else.
- The maximum sentence for possessing a knife in a public place without a good excuse has been increased from two to four years.
- It is illegal to keep any prohibited firearm, or to carry any firearm – including an imitation – in public, even if it is being carried for someone else.
- The minimum sentence for unlawful possession of a prohibited firearm is three years for 16- to 17-year-olds and five years for adults, with a maximum sentence of 10 years.
- Police can and will search someone if they believe they are carrying a gun, knife or other weapon.
- Police and school staff can also search young people for weapons at school.

13.15.12 **Modern Slavery** - Modern slavery is a serious crime. It encompasses slavery, servitude, and forced or compulsory labour and human trafficking. Modern slavery victims can often face more than one type of abuse and slavery, for example if they are sold to another trafficker and then forced into another form of exploitation.

13.15.13 A person is trafficked if they are brought to (or moved around) a country by others who threaten, frighten, hurt and force them to do work or other things they don't want to do.

13.15.14 If you are identified as a victim of slavery, then you will be entitled to help and protection from the UK government.

13.15.15 This is called the National Referral Mechanism. The National Referral Mechanism has been put in place to identify victims of trafficking and to refer them to organisations that will offer help and support.

13.15.16 Individuals identified as potential victims of modern slavery are entitled to a minimum recovery and reflection period of 45 days. As part of this, care and support is provided by the Salvation Army.

13.15.17 They have rights; they may feel scared, powerless and alone. However, help is available and they have rights and choices. They have the right to independent emotional, medical and practical help. This support could include:

- finding temporary safe accommodation
- helping with medical treatment
- having someone to help to cope with negative experiences
- providing an interpreter/translator
- protection: modern slavery and human trafficking is a crime (if you chose to report it to the police they must respond)
- independent legal advice

13.15.18 For more information or to report a case of modern slavery please call the helpline 0800 0121 700 or report it online on the modern slavery helpline website.

13.16 **Forced Marriage**

13.16.1 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.

13.16.2 Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

13.16.3 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.

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

13.16.5 School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

13.17 Female Genital Mutilation (FGM)

13.17.1 Female Genital Mutilation (FGM) is an illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

13.17.2 [The Serious Crime Act 2015](#) strengthened further the legislation on FGM and now includes a new statutory duty placed on professionals (including teachers) to notify the police when they discover that FGM appears to have been carried out on a girl under 18.

13.18 Reporting systems for our pupils

13.18.1 Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

13.18.2 We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

13.18.3 To achieve this, we will:

- Put systems in place for pupils to confidently report abuse.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.

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 the 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 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 interest** of the child.
3. No single practitioner 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 the impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
 - taking action to enable all children to have the best outcomes.
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, promote children's welfare and prevent concerns from escalating.
7. **All** staff have responsibility to provide a safe environment in which children can learn.

8. **All staff** should be prepared to identify children who may benefit from early help.⁴ 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.
9. **Any staff member** who has **any** concerns about a child’s welfare should follow the processes set out in paragraphs 51-67. Staff should expect 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 to carry out their safeguarding duties and who will liaise closely with other services such as local authority children’s social care.
11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
12. 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.⁵

What school and college staff need to know

13. **All staff** 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 (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)⁶
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low- level concerns, allegations against staff and whistleblowing
- safeguarding response to children who go missing from education, and

⁴ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

⁵ 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.

⁶ All schools are required to have a behaviour policy (full details are [here](#)). If a college or chooses to have a behaviour policy it should be provided to staff as described above.

- 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 (or Annex A, if appropriate) of this document should be provided to **all** staff at induction.

14. **All** staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, **all** staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

15. **All** staff should be aware of their local early help process and understand their role in it.

16. **All** staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments⁷ 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.

17. **All** staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

18. **All** staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

19. **All staff** should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is

⁷ Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#)

also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

What school and college staff should look out for

Early help

20. **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 or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal 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 alcohol and other drugs 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, and
- is persistently absent from education, including persistent absences for part of the school day.

Abuse and neglect

21. **All** staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

22. **All** school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

23. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

24. **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

25. **In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy.**

Indicators of abuse and neglect

26. **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. Children may be abused in a family or in an institutional or community setting 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 by another child or children.

27. **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.

28. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

29. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

30. **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, for example, 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

31. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude

images and/or videos⁸ can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of. **Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex B.**

Child-on-child abuse

32. **All** staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. **All** staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

33. **All** staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

34. It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

35. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence,⁹ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

⁸ Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos.

⁹ For further information about sexual violence see Part 5 and Annex B.

- sexual harassment,¹⁰ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- upskirting,¹² which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

36. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

37. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

38. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims

¹⁰ For further information about sexual harassment see Part 5 and Annex B.

¹¹ UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#)

¹² For further information about 'upskirting' see Annex B.

despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

39. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

40. CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

41. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

42. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Domestic Abuse

43. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM)

44. Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal**

duty on teachers.¹³ If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Mental Health

45. **All** staff should be aware that 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.

46. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

47. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Serious violence

48. **All** staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Additional information and support

49. 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 indicators 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 abuse and neglect and what to look out for.

50. **Annex B** contains important additional information about specific forms of abuse

¹³ 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).

and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

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

51. Staff 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 should always act in the **best** interests of the child.

52. If staff have **any concerns** about a child's welfare, they should act on them **immediately**. See page 22 for a flow chart setting out the process for staff when they have concerns about a child.

53. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

54. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes
- undertaking an early help assessment,¹⁴ or
- making a referral to statutory services,¹⁵ for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

55. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

56. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful

¹⁴ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

¹⁵ Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan). [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR).

57. DPA and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Early help assessment

58. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on 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 practitioner. Any such cases should be kept under constant review and consideration given to a referral to local authority 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 children's social care assessments and services

59. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

60. Local authority children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: [Contextual Safeguarding](#).

61. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local authority children's social care contact number.

Children in need

62. 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:

63. Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries 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. This includes all forms of abuse and neglect.

What will the local authority do?

64. Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- any services are required by the child and family and what type of services
- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of [Working Together to Safeguard Children](#) provides details of the assessment process
- 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 of the Children Act 1989. Chapter one of [Working Together to Safeguard Children](#) provides details of the assessment process, and
- further specialist assessments are required to help the local authority to decide what further action to take.

65. The referrer should follow up if this information is not forthcoming.

66. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

67. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

68. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

69. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

70. It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.¹⁶ Further information about serious case reviews can be found in Chapter four of [Working Together to Safeguard Children](#). Examples of 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
- not sharing information with the right people within and between agencies
- sharing information too slowly, and
- a lack of challenge to those who appear not to be taking action.

¹⁶An analysis of serious case reviews can be found at gov.uk/government/publications/analysis-of-serious-case-reviews-2014-to-2017.

What school and college staff should do if they have a safeguarding concern or an allegation about another staff member

71. Schools and colleges should have processes and procedures in place to manage **any** safeguarding allegation, or concern (no matter how small), about staff members (including supply staff, volunteers, and contractors).

72. If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) **posing a risk of harm to children**, then:

- this should be referred to the headteacher or principal
- where there are concerns/allegations 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 concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADOs). Details of your local LADO should be easily accessible on your local authority's website.

73. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that **does not** meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy. Further details can be found in Part four of this guidance.

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

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

75. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

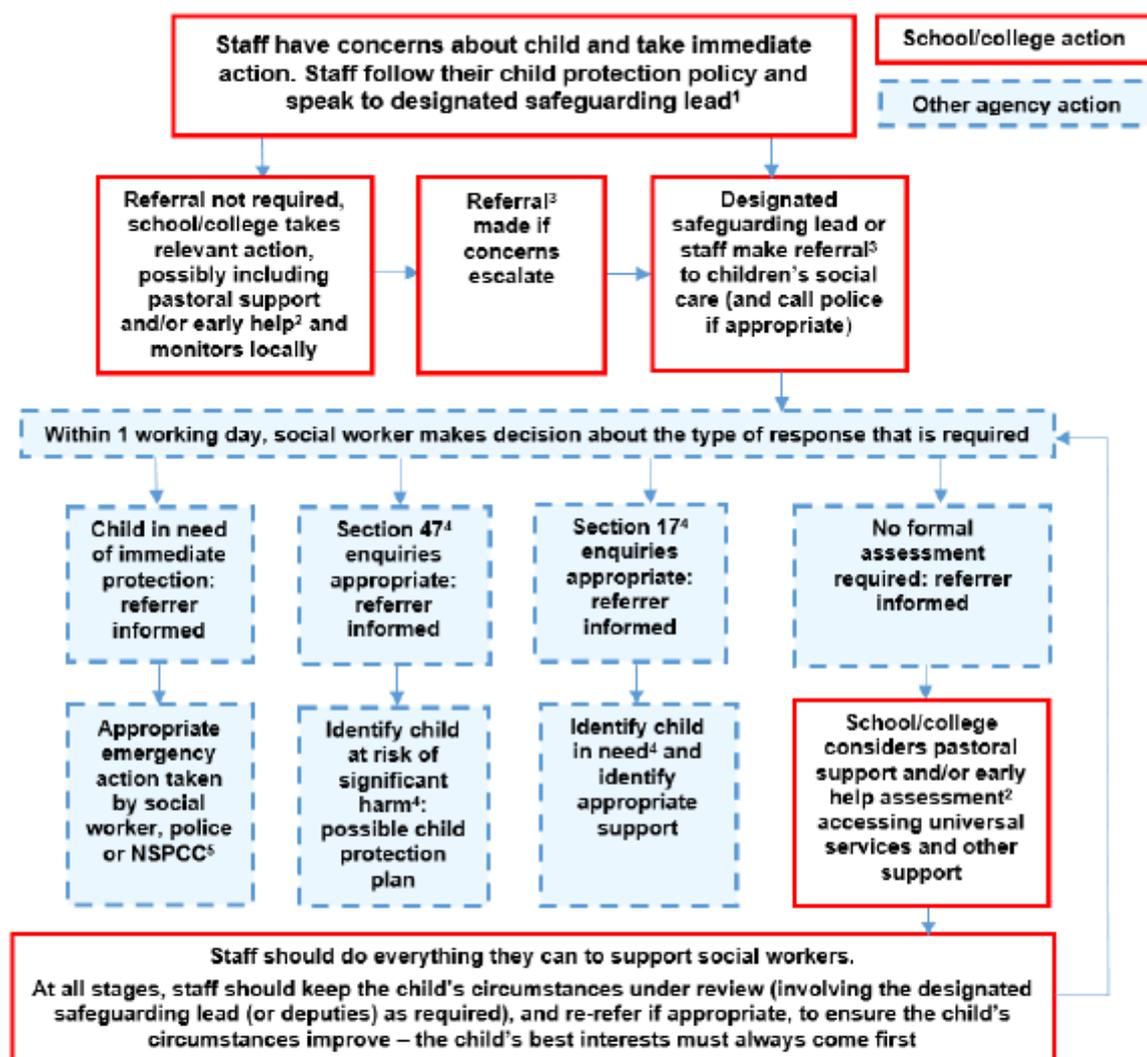
76. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#)
- the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being

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handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.¹⁷

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, 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. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Appendix B: Legislation, Statutory Guidance & Ofsted Framework

- Keeping Children Safe in Education', updated September 2019
- Ofsted Inspection Framework and School Inspection Handbook, updated May 2019
- Inspecting Safeguarding in Early Years Education & Skills Settings', updated May 2019
- '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) Safeguarding Partners, 2019
- DFE Statutory Policies for Schools, updates 2019: SRE implications
- 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, updated June 2016
- Teachers' Standards, updated June 2013
- Governors' Handbook, updated March 2019
- 'Listening to & involving children & young people', stat guidance, Jan 2014
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018
- Teaching online safety in school: Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects, June 2019

APPENDIX C - Non-statutory Guidance

- DFE 'What to do if you are worried a child is being abused - Advice for Practitioners' 2015
- 'Safer Working Practices', Safer Recruitment Consortium, Oct 2015
- DFE National Standards of Excellence for Head Teachers, 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 Advice Line <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/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'

Appendix D: MMASA, MCC, MSP and School Related Policies

School Policies:

- ACPS-002 Statement of procedures for dealing with allegations of abuse against staff
- ACPS-038 Online Safety/E-Safety
- ACPS-017 Health and Safety
- ACPS-032 Physical Interventions/Restraint
- ACPS-041 Students and Work Experience
- ACPS-020 Sex and Relationships Education, incl. Anti-bullying
- ACPS-051 Equal Opportunities
- ACPS-021 Behaviour Management including fixed and short term exclusions
- ACPS-003 Special Educational Needs
- ACPS-013 Toileting and Intimate Care
- ACPS-004 Disability and Equality
- ACPS-005 Accessibility plan
- ACPS-033 Looked After Children
- ACPS-013 Data Protection/GDPR Policy

MSP Policies and guidance:

- MSCB-001 Managing Allegations and Concerns Against Staff and Volunteers
- MSCB-002 Forced Marriage
- MSCB-003 Domestic Abuse
- MSCB-004 Missing from Home and Care
- MSCB-005 Private Fostering
- MSCB-006 Child Sexual Exploitation
- MSCB-007 Guns and Gangs
- MSCB-008 E-Safety Policy
- MSCB-009 Safe Staffing and Recruitment
- MSCB-010 Channel – advice and information

APPENDIX E - Other Relevant Education Department Policies/Guidance

All of these are available on the Manchester Schools Hub Website.

- 'Transfer of Safeguarding Information' model policy & guidance, 2017 (in process of review)
- 'Safeguarding' model policy, 2018
- 'Safer Recruitment' model policy, 2015 (in process of review)
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- 'A Good Safeguarding School'

APPENDIX F - 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

