



Safeguarding Policy September 2023

St John Bosco RC Primary School	
The Headteacher, Mrs Johnson, is the Designated Safeguarding Lead (DSL) and has the ultimate responsibility for safeguarding. In their absence, the Deputy Designated Safeguarding Leads are Mrs Pearson (Deputy Headteacher) and Mrs Webster (Learning Mentor)	
NAMED GOVERNOR * for Safeguarding & Prevent	Contact Phone Number/Email
Mrs Owens (Vice Chair of Governors)	0161 740 7094 (via school)
Our procedure if there is a concern about child welfare or safeguarding is:- <ul style="list-style-type: none">● Speak to the Designated Person or the person who acts in their absence● Agree with this person what action should be taken, by whom and when it will be reviewed● Record the concern as soon as possible after the event using the CPOMS system Where a child is in immediate danger or risk of harm, a referral should be made to children's social care or the police immediately. The DSL or deputy DSL makes referrals on behalf of school. In their absence anyone can make a referral but staff making a referral should inform the DSL as soon as possible. Contact details: Manchester Safeguarding Partnership Contact Centre: 0161 234 5001 , Early Help Hubs: North 0161 234 1973 , Central 0161 234 1975 , South 0161 234 1977 National Society for the Prevention of Cruelty to Children (NSPCC): 0808 800 5000 Local Authority (LA) Safeguarding in Education Team: 0161 245 7171	
Our procedure if there is an allegation that a member of staff or volunteer, including contractors has harmed a child, or that a child is at risk from a named adult follows the guidance in Keeping Children Safe in Education Sept 2022 (page 85, paragraphs 332-444). Manchester Designated Officer (formerly LADO): 0161 234 1214	
Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally is outlined in our Whistleblowing Policy which is issued to staff annually and follows the guidance in Keeping Children Safe in Education Sept 2020 (page 20, paragraphs 75 & 76). Advice line number NSPCC Whistleblowing Helpline: 0800 028 0285	

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

INTRODUCTION

Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. This is in line with the United Nations Convention on the Rights of the Child, Articles 3, 'The best interests of the child must be a top priority in all decisions and actions that affect children' and Article 19, 'Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.'

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

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

See Part 1 and Annex A of Keeping Children Safe in Education (KCSIE), for definitions and further information.

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

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

- protecting children from maltreatment;
- preventing impairment of children's **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

St John Bosco RC 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. In line with KCSIE we implement policies, practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.

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.

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 Feb 19" and 'Keeping Children Safe in Education Sept 2022'. Our policy ensures that we comply with our Statutory Duties under this legislation (KCSIE Appendix A).

Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix B)

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 C)

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

ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

Our Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and agency staff and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) proforma to the LA as requested
- Three senior members of staff, known as the DSL are 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 in our school information.
- The Safeguarding policy is available on our website and is included in induction for new staff and a safeguarding leaflet is given to all school visitors.
- Child friendly information of how to raise a concern/make a disclosure has been developed through school assemblies, class workshops and posters and is accessible to all children.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions through regular meetings of the Designated Safeguarding Leads
- 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, through regular training and the use of the school record system CPOMS.
- Any staff who are carrying out regulated activities from external agencies/organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure appropriate online checks take place on all new employees from September 2023.
- We regularly review online filtering tools with the support of our ICT providers.
- We ensure appropriate checks take place on all volunteers. (Volunteer Policy September 2023).

- 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.

Our **Governing Body** will ensure that:

- All policies, procedures and training in our school are effective and comply with the law at all times.
- Named members are identified as the designated governors for Safeguarding and for Prevent and receive appropriate training.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff through regular discussions
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually by the headteacher and Governors.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff, governors and volunteers. The headteacher and at least 1 Governor have completed Safer Recruitment Training.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. Safeguarding is part of induction training and safeguarding training for all staff takes place every two years. Visitors and volunteers are given a safeguarding leaflet when they first visit our school.
- There is appropriate challenge and Quality Assurance of the safeguarding policies and procedures through regular review of policies and procedures.

Our **Designated Safeguarding Lead (DSL)** is a member of our Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. They take lead responsibility for Early Help, safeguarding and child protection, although other activities may be delegated if appropriate.

The DSL, together with the two deputy DSL's will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide support and training for staff and volunteers to ensure that they are up to date with safeguarding matters and priorities
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. Supervision will be either with another DSL or with the school social worker when required.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.

- Always be available during school hours during term-time, and at other times as appropriate.

The following members of staff have the additional responsibilities outlined below:

Mrs Pearson	SENDCo and LAC designated teacher
Miss Corcoran	Attendance Lead
Mrs Johnson	Operation Encompass (Domestic Violence)

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

All staff will:

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key Local Authority approaches including Early Help and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g. Behaviour Policy/Team Teach Training
- Provide a safe environment where children can learn
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individuals and groups of children as required, if appropriate to their role

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

Role of Pupils

- Speak to a member of staff should they have any concerns over another child.
- Speak to a member of staff if they are upset or worried.

TRAINING AND AWARENESS RAISING

All new staff and regular volunteers will receive appropriate safeguarding information as part of induction.

All staff must ensure that they have read and understood 'KCSIE' Part 1 and Annex A (Appendix A) which is issued to all staff when it is updated and as part of induction for any new staff. KCSIE is stored on CPOMs and the date and time staff have read the document is recorded here.

All staff receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from

a child as well as when and how to record a concern about the welfare of a child. This will take place during Teacher/Teaching Assistant/Lunchtime Organiser meetings.

All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively. This will take place during Teacher/Teaching Assistant/Lunchtime Organiser meetings.

Definition of safeguarding:

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.

Taking action to enable all children to have the best outcomes.

Staff must be aware that children may not feel ready or know how to tell someone they are being abused. They may even be unaware they are being abused.

Contextual safeguarding:

When reporting potential concerns, staff consider contextual issues. Contextual safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can cause difficulties in parent-child relationships.

SAFEGUARDING/CHILD PROTECTION POLICY and PROCEDURES

PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views through school council meetings/pupil voice (UNCRC article 12).

ATTENDANCE

We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.

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

More details can be found in our Attendance and Punctuality Policy.

EXCLUSIONS

The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

VULNERABLE GROUPS

We ensure all key staff work together to safeguard vulnerable children, through the monitoring of CPOMS by all three DSL's.

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is LGBT+
- is misusing drugs or alcohol
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- is an international new arrival, refugee or asylum seeker
- is looked after, previously looked after or under a special guardianship order.

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

DOMESTIC ABUSE

The school is aware that domestic abuse is a safeguarding issue.

Damage to children:

- can be psychological, physical, sexual, financial or emotional.
- Can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

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

Information about Domestic Abuse and its effect upon children and young people is 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.

The school works with GMP's Operation Encompass. Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999

emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.

FORCED MARRIAGE

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. Child abuse cannot be condoned for religious or cultural reasons. Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

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

FEMALE GENITAL MUTILATION

Appropriate action would be immediately taken in line with this guidance if it was suspected that one of our pupils was subject to Female genital mutilation.

Protecting Pupils from FGM

- For the purpose of this policy, "female genital mutilation", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
- All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.
- Teachers are personally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.
- **NB.** The above does not apply to any suspected or at risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.
- There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.
- Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it
- may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear
- Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.
- FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.
- All forms of HBV are forms of abuse, and will be treated and escalated as such.
- Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

RADICALISATION AND EXTREMISM

All staff have received awareness training in this area in order fulfil the requirements of the PREVENT duty, which places a responsibility on the school to be vigilant in identifying the signs of radicalisation and extremism in children and young people. This training was completed in February 2020 and repeated in September 2021.

The Department for Education has a dedicated telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly, or in non-emergency situations, they can be emailed at counter.extremism@education.gov.uk

The government also provides an online reporting tool for concerns about online material that promotes terrorism or extremism. <https://www.gov.uk/report-terrorism> If someone is in immediate danger or you see or hear something that may be terrorist-related, call 999 or the AntiTerrorist Hotline on 0800 789 321.

CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

KEEPING RECORDS

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

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

All safeguarding records are kept securely within Cpoms.

We send a pupil's child protection or safeguarding file via Cpoms and separately from the main file to a new establishment if a pupil leaves the school.

RECORDING AND REPORTING CONCERNS

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (KCSIE Part 1 in Appendix A). If a concern arises all staff, volunteers and visitors must follow the procedures summarised in KCSIE and in this policy.

All concerns should be recorded on CPOMS including a body map where appropriate and reported verbally to the DSL or one of their deputies.

INFORMING PARENTS/CARERS

Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details, including at least 2 emergency contacts.

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

We will inform, and gain consent, from parents/carers if possible. If a referral is to be made without consent, the reasons will be recorded.

MULTI-AGENCY WORKING

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

We will notify Children's Social Care if:

- a child subject to a child protection plan is at risk of permanent exclusion.
- there is an unexplained absence of a child who is subject to a child protection plan

- it has been agreed as part of any child protection plan or core group plan.

CONFIDENTIALITY & INFORMATION SHARING

Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role. Information about children will only be shared with other members of staff on a need to know basis.

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

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 when and what to share/when and what not to share and systems for recording the reasons for these decisions.

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. We use the Information Commissioners Office guidance regarding retention of records and use the working together document to guide information sharing decisions.

CHILD PROTECTION (CP), CHILD IN NEED (CiN) MEETINGS AND CONFERENCES

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

Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will 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 conference.

Our reports will include the voice of the child where appropriate. We will discuss and share reports with the parents/carers before the conference. All relevant staff will be confident in using the tools which are part of the Signs of Safety approach.

The designated person or one of the Deputies will attend meetings and if unable to attend during school holidays will send a report.

CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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

All staff and volunteers must be clear with children that they cannot promise to keep secrets and will be supported and reassured as per KCSIE Sept 21 page 8 paragraph 18.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.

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

SERIOUS CASE REVIEWS (SCRs)

The MSP will always undertake a serious case review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process. Our DSL will keep up to date with the findings from SCRs in Manchester and share the learning and review our safeguarding procedures if relevant.

THE CURRICULUM

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

All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, and mutual respect for others. This enables them to learn to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

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

Personal, Social, Health and Citizenship Education lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.

We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation including Child Sexual Exploitation, County Lines, Domestic Abuse, Homelessness, Honour-based violence including Female Genital Mutilation and Forced Marriage, preventing radicalisation, and child on child abuse including sexual violence, Sexual Harassment and Up skirting.

It is essential that all victims are reassured that they are taken seriously and that they will be supported and kept safe. A victim will not be given the impression that they are creating a problem by reporting an issue or ashamed for making a report. In particular staff are aware of the importance of challenging inappropriate behaviours, making clear that sexual harassment is not acceptable, will not be tolerated and is not an inevitable part of growing up or dismissed as “banter” or “having a laugh.” Dismissing or tolerating such behaviours

can create an unsafe environment and risks normalising them, leading to children not coming forward to report it.

See Appendices for guidance and links to further information.

E-SAFETY

E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school is to help raise educational standards, promote children's' achievement, and support the professional work of staff, as well as enhance our management information and business administration.

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

The breadth of issues classified within E-Safety is considerable, but can be categorised into four areas of risk:

Content – being exposed to illegal, inappropriate or harmful content.

Contact – being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children with the intention to groom or exploit them.

Conduct – personal online behaviour that increases the likelihood of or causes harm, for example, making and sending and receiving inappropriate messages and online bullying.

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

We ensure that appropriate filtering and monitoring methods are in place to ensure that children are safe in school from all types of inappropriate and unacceptable materials, including terrorist and extremist material. Our filtering services are provided through One Education.

We teach children to use the internet safely via our computing curriculum and RSE, including opportunities for them to think and discuss.

We will ensure that children will not misuse their own devices whilst in school by collecting all mobile phones when pupils arrive at school. All parents of children bringing phones to school must complete a mobile phone permission form.

We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite, as outlined in our Internet and e-safety policy.

We follow the MSP guidelines and the advice on the UK Safer Internet Website.

We work with parents to promote good practice in keeping children safe online through sharing information in newsletters and on our school website. We also have a team of pupil digital leaders.

SAFER RECRUITMENT & SELECTION OF STAFF

Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE'. At least one member of each recruitment panel will have attended up to date Safer Recruitment Training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the Headteacher.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained. Risk assessments are carried out on all volunteer activities as required.

The school maintains a single central record of recruitment checks undertaken. The Headteacher and governing body will ensure that all external staff and volunteers, including out of hours organisations, using our school site have been recruited safely, including DBS checked as appropriate.

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 for all its activities.

MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

We adhere to DfE guidance 'KCSIE, Part 4', when dealing with allegations made against staff and volunteers and follow the Manchester Designated Officer (formerly LADO) procedure.

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

Allegations which meet the threshold will be referred to the Designated Officer (formerly known as the LADO) who will oversee the management of the allegation and its investigation. (See link to guidance in Appendix 5 C)

We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. (Our Whistleblowing Policy issued to staff annually and is also available on the school website).

As part of our whole school approach to safeguarding we promote a culture in which **all** concerns about adults (including those that don't meet the harms threshold (See KCSIE part four, section one) are shared responsibly with the right person and are recorded and

dealt with appropriately. We refer to these as “low-level concerns.” This term does not mean that it is insignificant; it means that it doesn’t meet the threshold set out at KCSIE paragraph 442. I.e. an adult may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual violence or sexual harassment, such as indecent exposure, sexual assault, sending sexually inappropriate pictures or videos (including sexting) and upskirting

If a pupil makes an allegation of abuse against another pupil:

- Staff will record the allegation and tell the DSL, but do not investigate it
- The DSL will contact Manchester Children’s Service contact Centre and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Understanding that if no incidents have been reported it doesn’t mean that it isn’t happening in our school and promoting vigilance and “calling out” of these behaviours by students.

- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

SAFETY ON and OFF SITE

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

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.

We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school or college.

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

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

Equality statement

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping;

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil or member of our school community and it helps to promote equality at this school.

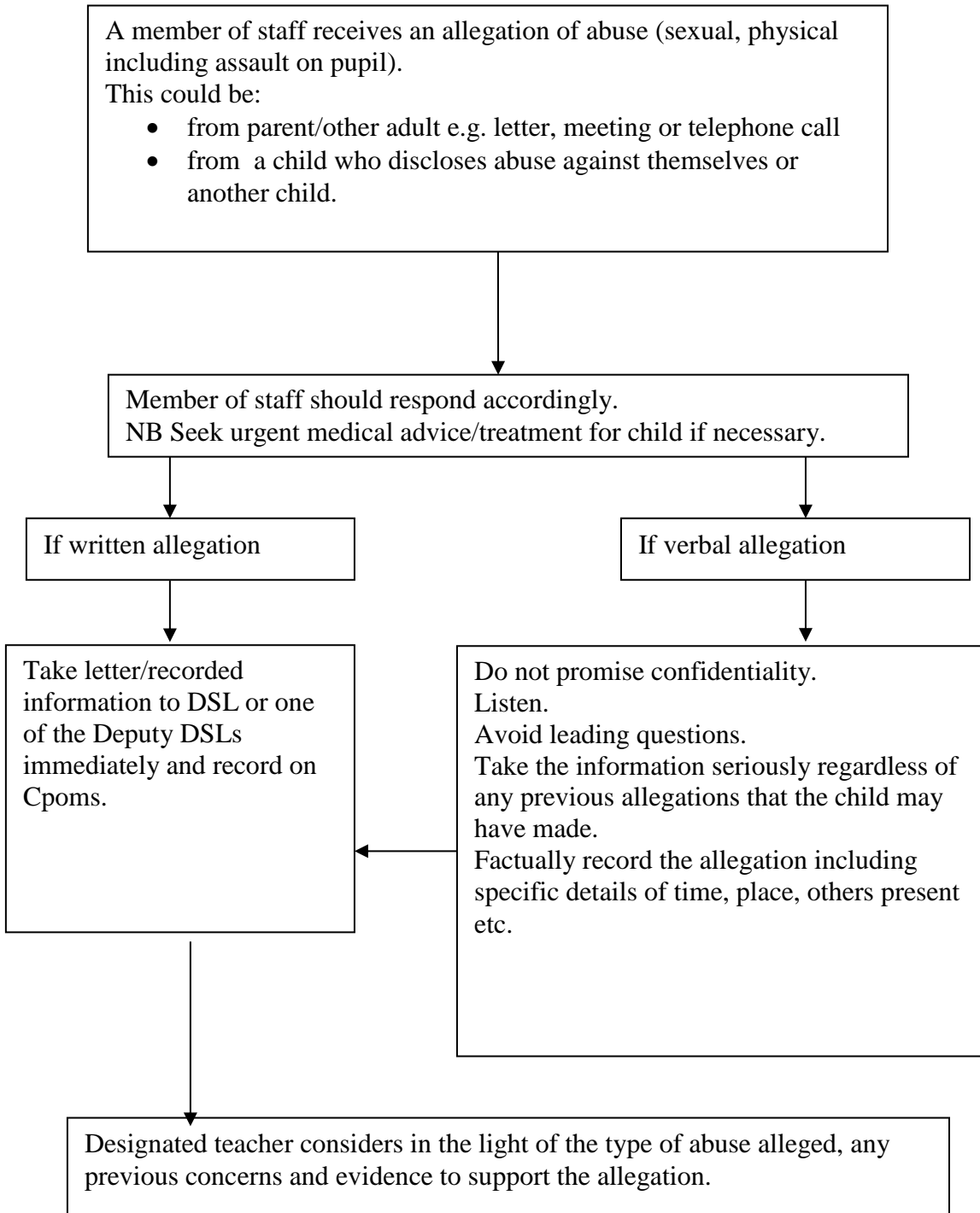
Policy Approved: September 2022
To be reviewed: September 2023

APPENDICES

Appendix 1

Action to be taken by any staff on receiving an allegation/disclosure of abuse

Good practice means that the person to whom the child chooses to disclose should listen and record as below so that the child is not expected to repeat the information to a series of people.



Appendix 2

In School Child Protection Procedures.

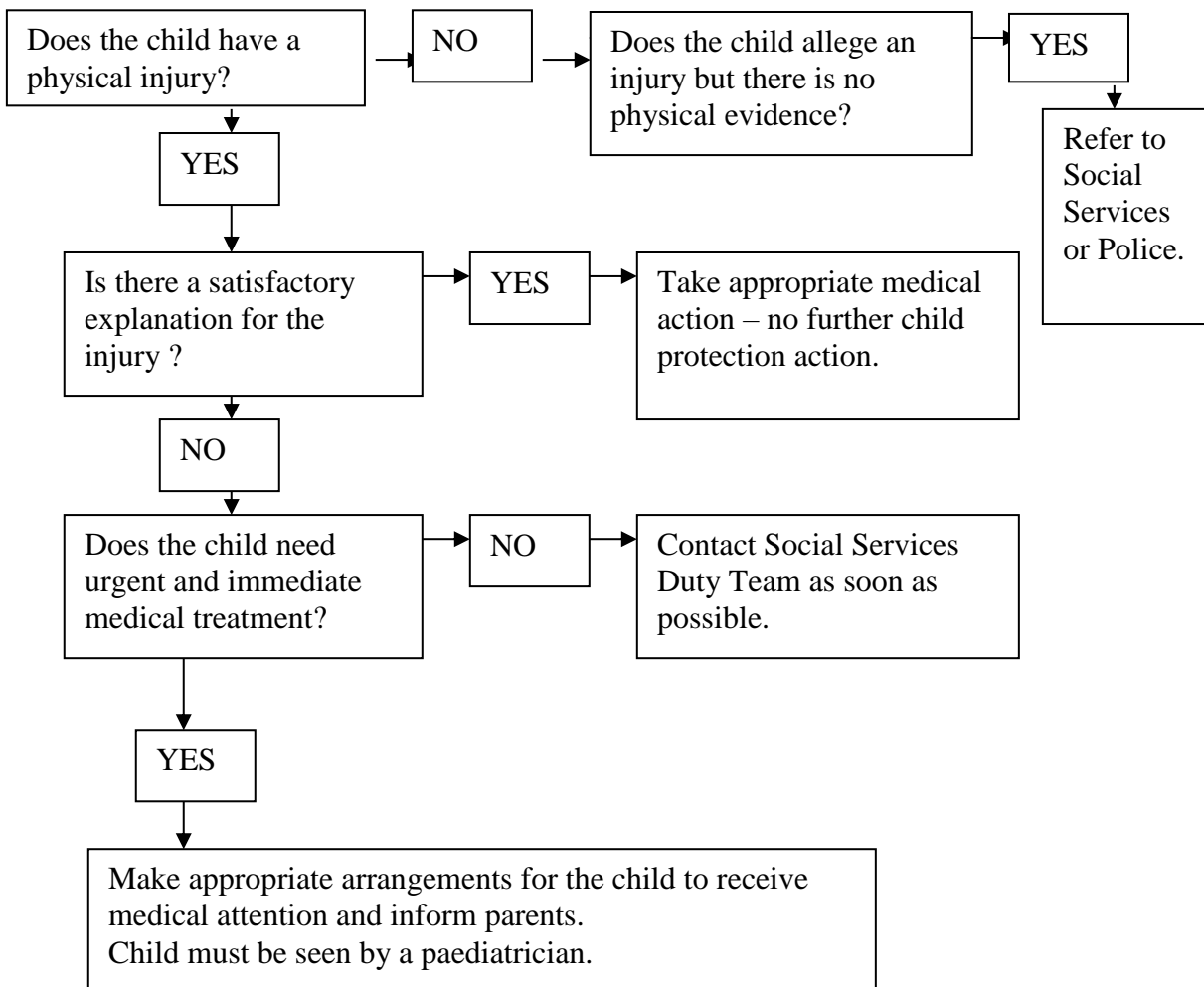
It is essential that parents are informed about our concerns and intended course of action in all cases of suspected child abuse, with the exception of suspected sexual abuse, multiple or organised abuse, or Munchausen's Syndrome by Proxy.

The different forms of abuse that may precipitate a referral are:-

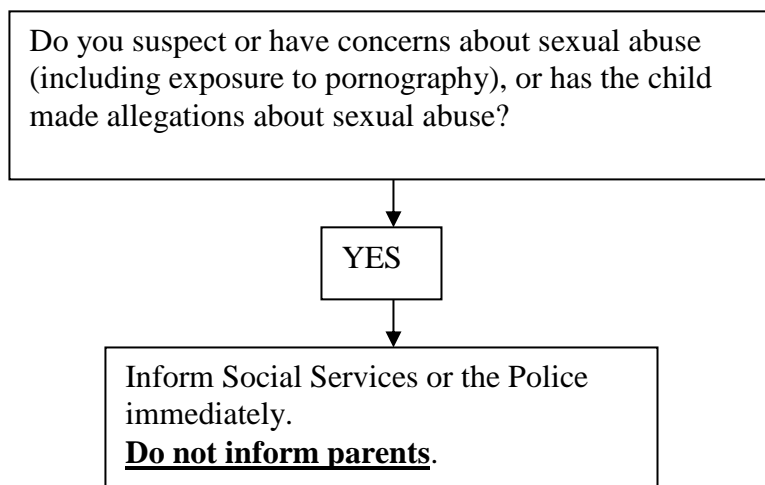
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The procedures to be followed after referral to the designated teacher are as listed below.

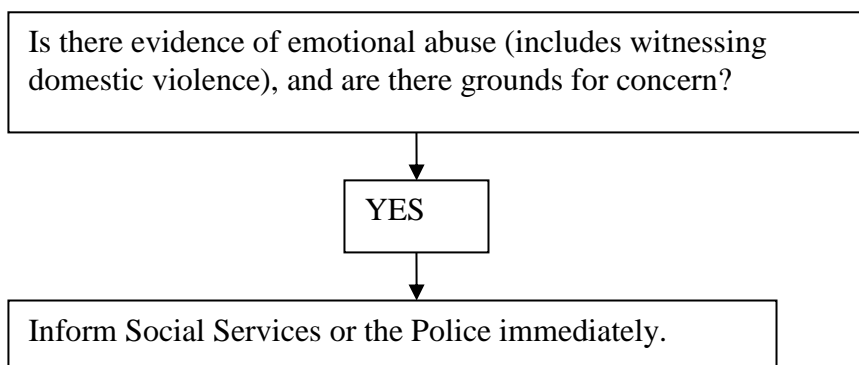
Physical Abuse



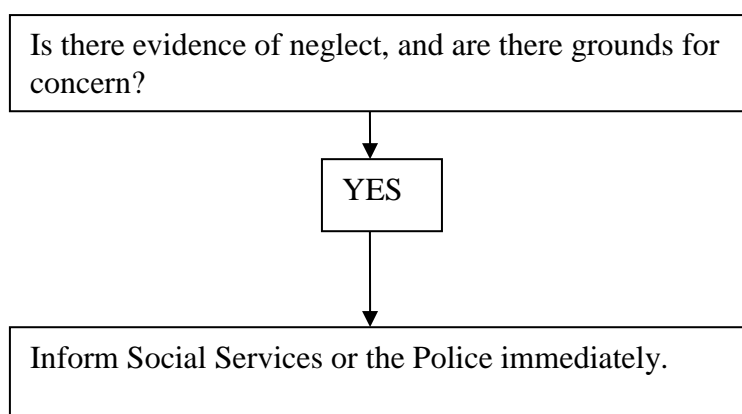
Sexual Abuse



Emotional Abuse.



Neglect



In all cases make a written record of your observations and actions.

Making a referral

All staff should take any concerns about a child to the designated teacher. The designated teacher will then speak to the parents, as appropriate, and make the referral to the Social Services or the Police. The telephone referral must be followed by a written referral within three working days.

Appendix 3

Definitions of Abuse – Working Together to Safeguard Children 2015

Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (eg. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at , or the production of , sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. 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)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 4

POSSIBLE INDICATORS OF ABUSE

The following is a list of warning signs which MAY be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse. Education professionals should be alert to these warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused at all. Nor should assumptions be made that they point to any particular form of abuse, simply because a pupil presents with any of these problems. They may suggest abuse if a child exhibits several of them or if a pattern emerges.

Possible signs of Physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Untreated injuries or lingering illness not attended to.
- Shrinking from physical contact.
- Fear of returning home or of a parent being contacted.
- Fear of undressing
- Fear of medical help
- Aggression/bullying.
- Over complicated behaviour or 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation.
- Deterioration in work
- Unexplained pattern of absences, which may serve to hide bruises or other physical injuries.

Possible signs of Emotional Abuse:

- Continual self-deprecation.
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- 'Neurotic' behaviour – obsessive rocking, thumb sucking, and so on.
- Air of detachment – 'don't care' attitude.
- Social isolation – does not join in and has few friends.
- Desperate attention-seeking behaviour.
- Eating problems, including overeating and lack of appetite.
- Depression, withdrawal.

Possible signs of Neglect

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self esteem.
- Poor social relationships.
- Compulsive stealing or scrounging.
- Constant tiredness.

Possible signs of Sexual Abuse

- Bruises, scratches, burns or bite marks on the body.
- Scratches, abrasions or persistent infections in the anal or genital regions.
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father.
- Sexual awareness inappropriate to the child's age – shown, for example in drawings, vocabulary, games and so on.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger, anxiety, tearfulness.
- Withdrawal from friends.

Possible Signs in older children

- Promiscuity, prostitution, provocative sexual behaviour.
- Self-injury, self-destruction behaviour, suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-complicated behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.

Possible signs in young children

- Over compliant behaviour.
- Mature sexual behaviour.
- Acting out aggressive behaviour (tantrums.)
- Tummy pains – no medical explanation.
- Child doesn't trust anyone.
- Air of detachment – don't care attitude.

Further information

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

APPENDIX 5A - Legislation, Statutory Guidance & Ofsted Framework

- Keeping Children Safe in Education' - latest update, September 2021
- Ofsted Inspection Framework and School Inspection Handbook, May 2019
- Inspecting Safeguarding in Early Years, Schools & Skills Settings September 2019
- 'Working Together to Safeguard Children', July 2018, updated Dec 20
- Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools, August 2021
- DFE Children Missing Education, Stat Guidance, Sept 2016
- DFE The Designated teacher for looked after and previously looked after children, Stat guidance, Feb 2018
- DFE Supervision of Regulated Activity, Jan 2013
- Alternative Provision, Stat guidance, Jan 2013
- Teachers' Standards, updated June 2013
- Governance Handbook, Oct 2020
- 'Listening to & involving children & young people', stat guidance, Jan 2014
- Health & Safety Legislation
- Teaching Online Safety in school Guidance, DfE, June 2019

APPENDIX 5B - Non-statutory Guidance

- 'Safer Working Practices', Safer Recruitment Consortium, Oct 2015
- DFE Headteachers' Standards, Oct 2020
- DFE 'Use of Reasonable Force in Schools', July 2013
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Adviceline

APPENDIX 5C - MCC & MSCB Policies, Procedures & Guidance

Manchester Safeguarding Partnership Website

<https://www.manchestersafeguardingpartnership.co.uk/children-young-people/>

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

APPENDIX 5D - Links to Other School Policies/Procedures

- Health and Safety
- Behaviour
- Staff code of conduct
- Relationships and Sex Education
- Equal Opportunities
- Internet and E-Safety
- Educational visits
- Special Educational Needs
- Contenance policy
- Disability Discrimination
- Anti-bullying
- Administration of Medicines
- Information Sharing & Retention Schedule

APPENDIX 5E - Other Relevant Education Department Policies/Guidance

All these are available on the Manchester Schools Hub Website.

- 'Transfer of Safeguarding Information' model policy & guidance, 2017
- '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 5F - 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
- MSP Manchester Safeguarding Partnership
- SEN Special Educational Needs
- SENCO/SENDSCO SEN Co-ordinator
- SG SEF Safeguarding Self Evaluation Framework
- SOS Signs of Safety