



**Bridgelea Primary School
Bridgelea Road
Withington
Manchester
M20 3FB**

SAFEGUARDING POLICY

Implemented	SEPTEMBER 2020
Presented by	LISA SHAW
Ratified by Governors	
Review Date	SEPTEMBER 2021

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

Bridgelea Primary School Vision & Mission Statement

Vision “Understanding People”

Mission Statement

“We work with people to build aspirations, connect, challenge, change and grow. We are an outstanding school and a proud founding member of the City of Manchester Learning Partnership.”

- We value **SUCCESS**. Children achieve academic as well as social and emotional growth.
- We value **SAFETY**. We care for each other and keep each other safe.
- We value **CO-OPERATION**. As a school we will endeavour to co-operate with the community to inspire and empower every individual.
- We value **COMMUNICATION**. We believe that all behaviour is communication.
- We value **DEVELOPMENT**. Learning is understood developmentally.
- We value **WELLBEING**. We have a holistic approach to wellbeing across the school.
- We value **DIVERSITY**. We celebrate each other as unique individuals with rights that we respect.

UN Rights of the Child: Bridgelea 10 Articles

Through the School Council the children decided they would like to focus on the following 10 Articles, whilst understanding no right is more important than another:

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

The Six Principles Of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

INTRODUCTION

This policy has been developed to ensure that all adults in Bridgelea Primary School are working together to safeguard and promote the welfare of children and young people. This policy has been ratified by the Management Group at its meeting on **xxxxxxx** and will be reviewed in **September 2021**.

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 welfare.

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.

Our approach is child-centred.

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (KCSIE, Part 1, p 5)

The Headteacher or, in their absence, the authorised member of staff **Lisa Shaw, Designated Safeguarding and Pastoral Lead (DSPL)**, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

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 and functions of Bridgelea Primary School. This policy complements and supports other relevant school and Local Authority policies.

ETHOS

Bridgelea 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 ‘Every Child Matters’ and implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff.

The Continuum of Needs and Response and the Common Assessment Framework is embedded into everyday practice and procedures when responding to children’s need. The children have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

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

Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education September 2020' Our policy ensures that we comply with our Statutory duties.

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

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

Our policy complements and supports other relevant school policies

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, including Covid-19.

KEY SCHOOL STAFF, ROLES AND RESPONSIBILITIES

Name	Designation	Contact Phone Number
Kelly Eyre	Acting Head of School	07739 868066
Lisa Shaw	Designated Safeguarding Lead	07712 330424
Emma Neary	Deputy Designated Safeguarding Lead	07715 905079
Rebecca Squires	Assistant Headteacher / SENCO	07950 883160
Caroline Gibson	Assistant Headteacher / SENCO	07712 530464
Diane Hallworth	School Business Manager	07921 476440

Our Headteacher

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

'providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.' (KCSIE, 2.81)

Our Headteacher is fully aware of statutory guidance in KCSIE and will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.

- All staff including supply teachers 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) using the online tool to the LA as requested
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support 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 our pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through visual displays around the school 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 and the processes for escalation of concerns The DSL is available throughout the school holidays to attend meetings and respond to any Child Protection concerns.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively.
- Any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff.

Our Governing Body

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

We will ensure that:-

- All policies, procedures and training in our school are effective, taking account of LA and DFE guidance and comply with the law at all times
- A named member is identified as the designated governor for Safeguarding and receives appropriate training.
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- 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.
- We operate safe recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers including overseas checks where relevant
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers and volunteers and these are in line with KCSIE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the safeguarding processes.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. Describe arrangements
- Our governors are able to challenge that online safety and online education duties are fulfilled.

Our Designated Safeguarding Lead (DSL)

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

The DSL, together with team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- 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.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers
- 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 .
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs’ Guidance
- 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.
- Help promote educational outcomes for vulnerable children, including those with a social worker, in conjunction with other appropriate colleagues
- Always be available during school hours during term time, and at other times as designated by the Headteacher.

All Staff

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

All staff will:-

- Follow our agreed Code of Conduct and ‘Safer Working Practices’ guidance
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help, Signs of Safety and Safe & Together
- Attend training sessions/briefings as required to ensure that they follow relevant policies eg Behaviour Management Policy/Physical Restraint Policy
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- 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 individual 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.

THE CURRICULUM

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

All children have access to an appropriate curriculum, differentiated to meet their needs. 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.

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 respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.

Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

All pupils will 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.

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

EXCLUSIONS AND ATTENDANCE

We comply with statutory regulations and with the LA Inclusion Policy (October 2019).

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.

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.

SAFEGUARDING POLICY & PROCEDURES

Pupil Voice

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

Poor attendance

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

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

We implement the statutory and LA requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people.

TRAINING AND AWARENESS RAISING

In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction and be made aware of the systems within the school/college which support safeguarding eg, the Behaviour Policy

All staff must ensure that they have read and understood 'Keeping Children Safe in Education: Part One' and all staff working directly with children should also read Annex A.

All staff will receive regular child protection training at least every year which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes.

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)

All staff members will receive regular safeguarding and child protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively.

All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years.

VULNERABLE GROUPS

We ensure that all key staff work together to safeguard vulnerable children. There are bi-weekly inclusion meetings and all concerns are recorded on CPOMS.

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

- Is disabled and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Has a social worker
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child
- Is an international new arrival, refugee or asylum seekers
- Is looked after, previously looked after or under a special guardianship order.
- Requires mental health support

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 behavior, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in overcoming these barriers (KCSIE, Part 2, 126)

Children requiring mental health support can face additional safeguarding challenges. In some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. (KCSIE, Part 2, 114)

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

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

CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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

All staff and volunteers must be clear with children that they cannot promise to keep secrets.

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

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

CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

Keeping Records

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

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

We keep our safeguarding records secure.

We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as we are informed of the new 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. If a concern arises all staff, volunteers and visitors must:

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

- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system

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

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

In such cases the DSL or Headteacher will seek advice from Children's Social Care AGS.

Multi-agency Meetings

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

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

We will notify the named Social Worker if:

- A child subject to a child protection plan is at risk of permanent exclusion
- There is an unexplained absence of a child who is subject to a child protection plan
- It has been agreed as part of any child protection plan or core group plan.

We will regularly review and 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.

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

A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.

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

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

Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.

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.

CONFIDENTIALITY & INFORMATION SHARING

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

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

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

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

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

SAFER RECRUITMENT & SELECTION OF STAFF

Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE and the LA model policy for Safer Recruitment (Appendices A & D)

At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years

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

The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate.

The school maintains a single central record of all recruitment checks undertaken.

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

Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.

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

MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff and volunteers, including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk).

All allegations made against a member of staff, including supply 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 will be referred to the LADO for investigation if they meet the threshold. (KCSIE). We will work with the LADO and other relevant agencies to support any investigations.

We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower.

Historic allegations will be referred to the police.

SAFETY ON & OFF SITE

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

We have good up to date knowledge of our local area and any safeguarding risks to the wider community.

All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained.

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

We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.

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

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

LEARNING FROM SERIOUS CASE REVIEWS

The MSP will always undertake a child practice review or serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the SCR is to:

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

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

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

COMPLAINTS

Any concern 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.

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.

School Policies:

Health and Safety,
Relationships Policy,
Equality,
ICT and Access to the Internet,
Educational Visits,
Special Educational Needs,
Appropriate Touch,
Anti-bullying.
Administration of Medicines
Managing Allegations and Concerns Against Staff and Volunteers,
Weapons in Schools
Guns and Gangs.
E-Safety Policy.
Safe Staffing and Recruitment

MSCB Policies (on MSCB website @ www.manchesterscb.org.uk):

Further Information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at www.manchesterscb.org.uk

DEFINITIONS OF ABUSE & NEGLECT

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

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

Neglect

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

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caretakers).
- Ensure access to appropriate medical care or treatment.

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

FEMALE GENITAL MUTILATION

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

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

Reporting FGM

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

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

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

Preventing FGM

You must make sure that:

- You understand your role in protecting those who have undergone, or are at risk of, FGM
- You know who to refer cases to and understand the importance of timely information sharing, both internally and with other agencies

What to look for:

It will be rare for you to see visual evidence of FGM and you should **not** be examining pupils.

Indicators that a girl has already been subjected to FGM include:

- Confiding in a professional that FGM has taken place
- A mother/family member discloses that the child has had FGM
- A family/child already being known to social services in relation to other safeguarding issues
- Having difficulty walking, sitting or standing or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)

- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Prolonged or repeated absences from school
- Increased emotional and psychological needs - for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Risk factors

The biggest risk factor to consider when deciding whether a girl may be at risk of FGM is whether her family has a history of practising FGM. It is also important to consider whether FGM is known to be [practised in her community or country of origin](#).

Other potential signs that a girl may be at risk include:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK community
- Confiding to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation, for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations / anti-malarial medication

This is not an exhaustive list of risk factors.

PEER ON PEER ABUSE

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm.

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. 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 abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

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

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team 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
- 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

SEXTING

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

CHILD CRIMINAL EXPLOITATION (CCE)

Children and young people involved with gangs and criminal exploitation need help and support. They might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations.

What is criminal exploitation?

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

What is a gang?

The word 'gang' means different things in different contexts, the government in their paper 'Safeguarding children and young people who may be affected by gang activity' distinguishes between peer groups, street gangs and organised criminal gangs

- **Peer group**
A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.
- **Street gang**
“Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.”
- **Organised criminal gangs**
“A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation.’”

It's not illegal for a young person to be in a gang – there are different types of 'gang' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.

What is County Lines?

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or “deal lines”. Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs. This can include:

- Air bnb and short term private rental properties
- budget hotels
- the home of a drug user, or other vulnerable person, that is taken over by a criminal gang- this may be referred to as cuckooing.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. The aims of this policy are in accordance

with both our Mission Statement and our Equal Opportunities Policy and it is an integral part of all of our activities and functions.

'Safeguarding and promoting the welfare of children is defined ... as:-

- ***protecting children from maltreatment;***
- ***preventing impairment of children's **mental** 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, p 5)

DOMESTIC ABUSE

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

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

Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings 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.

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.

Prevent and Radicalisation

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

The School 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.

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

ONLINE-SAFETY

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

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.

We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

We 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 ensure that children do not misuse their devices whilst in school.

We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite.

We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.

We work with parents to promote good practice in keeping children safe online, including to support their children learning at home.

We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.