



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

SEN Information Report

Approval History

This document has been prepared within	Manchester Communication Primary Academy (MCPA)
Date of last review	Sep 2024
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Person Responsible for Policy	Headteacher
Owner	MCPA
Signature of Approval	<i>Signed copy on file</i>

Revision History

Revision Date	Summary of changes	Owner/Editor

MCPA
Draft safeguarding policy
September 2024

SAFEGUARDING POLICY

Manchester Communication Primary Academy		
The Headteacher who has the ultimate responsibility for safeguarding is Alex Reed		
In their absence, the authorised members of staff are: Jacq Maynard (Trust Headteacher: Pupil Support) Nazia Bashir (Deputy Headteacher)		
KEY SCHOOL STAFF & ROLES		
MCPA: 0161 2028989 MCA/GMAT: 0161 2020161		
Name	Role	Location:
Lorraine Carlin	DSL	MCPA
Letitia Murphy	DDSL & mental health lead	MCPA
Nazia Bashir	DHT	MCPA
Alice Hall	AHT: SENDCo & Senior mental health lead	MCPA
Darren McClean	AHT: Engagement	MCPA
Sophie Cullen	Attendance lead	MCPA
Jess Moreno	Family support	MCPA
Serena James	Designated teacher for CLA	MCPA
John Rowlands	CEO	GMAT
Jacq Maynard	Trust Headteacher: Pupil Support	GMAT
Niall Beard	Director of Digital Services	GMAT

NAMED GOVERNORS for Safeguarding & Prevent	Contact Email
Christina Djebah	Via: Adminprimary@mca.manchester.sch.uk

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

The effectiveness of our safeguarding arrangements are monitored by the school's SLT, trust leaders, the Governing Body and Trustees through weekly safeguarding meetings with the headteacher and/or trust safeguarding lead.

These meetings focus on 3 aspects in rotation: 1. Multi-agency discussion 2. Caseload management 3. Safeguarding audit.

The trust headteacher for pupil support undertakes regular monitoring of safeguarding arrangements and provides a report to each governing board meeting in conjunction with school's DSL. This is in addition to comprehensive engagement with the safeguarding SEF.

The local governing board and trustees receive a safeguarding report at each meeting, and a detailed annual report. They scrutinise and challenge this. The link governor takes an active role in supporting and challenging safeguarding provision.

Leaders undertake regular monitoring and tracking of safeguarding reports and data, which includes pupil wellbeing data. A summary of pupil worry box submissions is also regularly reviewed alongside pupil voice.

Review Date	Changes made	By whom
2/8/24	Policy created	Alex Reed

Ratification by Governing Body

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

Summary of Safeguarding Procedures

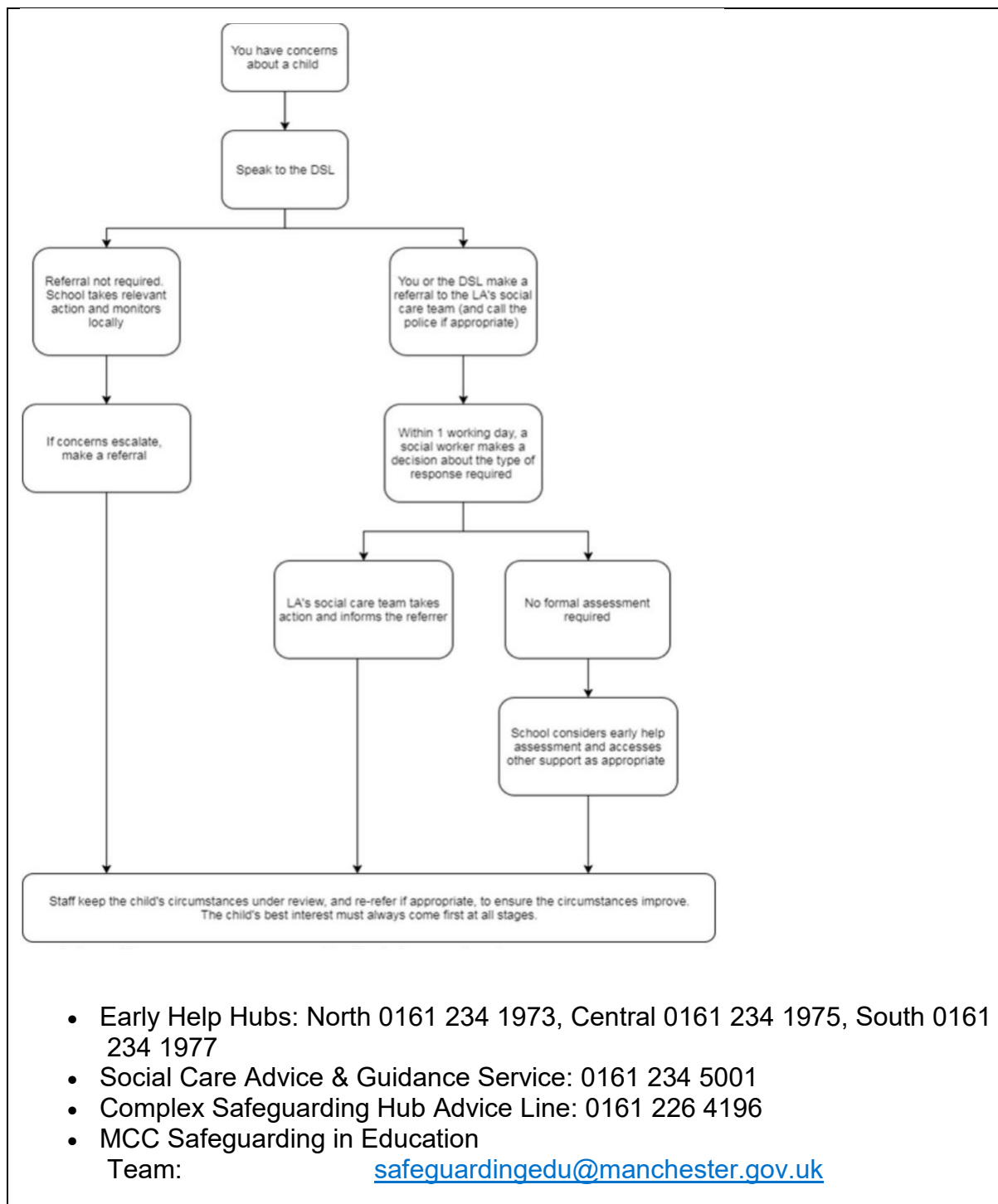
Our procedure if there is a concern about child welfare or safeguarding is:-

Inform the safeguarding team without delay, in person. In the first instance, this should be Lorraine Carlin (DSL) or Letitia Murphy (DDSL). In their absence, Alice Hall, Sophie Cullen or Alex Reed (DSL trained).

In the event of further guidance being needed, or absence of the above, Jacq Maynard – Trust Headteacher can be contacted at MCA (01612020161)

Record the concerns, in as much detail as possible, on CPOMS. Staff without CPOMS access should complete a concern sheet which will be uploaded by the safeguarding team. **This record should be made AFTER the verbal referral, and not in place of it.**

Staff must always follow up with safeguarding, to ensure that the issue has been followed-up. They should challenge this if not satisfied, and can bring any concerns to the headteacher or trust headteacher as needed.



Any concern about an adult in school must be reported verbally without delay to the headteacher.

This must be immediately followed with an email to the headteacher, detailing the same information: a.reed@mca.manchester.sch.uk

In the absence of the headteacher, he should be telephoned. If he cannot be telephoned, the deputy headteacher or trust headteacher must be informed and cc'd into the follow-up email to the headteacher.

The headteacher will speak, as soon as practically possible with the DSL and trust headteacher to inform them of the incident and follow-up action.

The child involved will be spoken to and an account taken as part of the preliminary investigation - see the allegations against adults policy.

LADO advice will be taken via telephone at this point on: 0161 234 1214 3. The headteacher will make a decision regarding the deployment of the member of staff, this may include immediate suspension.

The child's parents will be informed by the HT/DSL as soon as practically possible.

A formal referral will be sent to the LADO on the same day of the incident, and trust HR notified for a formal investigation to be prepared (once the LADO approves).

All notes are recorded confidentially on CPOMS StaffSafe. At any point in this process, the headteacher and DSL will work with the trust headteacher. They may also take advice from the Executive Principal and/or the LADO.

If it is not appropriate to inform the headteacher, or the concern is regarding them inform the trust's CEO, John Rowlands on 01612020161 or j.rowlands@gmatrust.co.uk - If it is not appropriate to contact the CEO, or the concern is regarding them, the chair of the trust board should be contacted via adminprimary@mca.manchester.sch.uk

Please see the trust's whistleblowing policy for information on this process.

-An external referral may also be required:

NSPCC Whistleblowing Helpline: 0800 028 0285 or email help@nspcc.org.uk

MCC Safeguarding in Education Team: 0161 245 7171
Manchester LADO: 0161 234 1214

To complain about a school to Ofsted, visit:
<https://contact.ofsted.gov.uk/onlinecomplaints-schools> .

If the concern relates to the headteacher, the Executive Principal – John Rowlands, should be informed without delay – contact at MCA: 0161 202 0161

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APPENDICES:-

- A. Key Legislation, Statutory Guidance & Ofsted Framework**
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1. INTRODUCTION

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

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

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023), and the Governance Handbook.

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. This policy is based on a model produced by Manchester City Council Safeguarding in Schools Team.

This policy is also based on the following legislation: Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Child protection & safeguarding Policy 8 Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
Statutory guidance on the

Prevent duty, which explains schools' duties under the Counter Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

This policy also complies with our funding agreement and articles of association.

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 fulfill 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 1.2)

At MCPA, we work to ensure that all adults are aware of the different types of abuse, and how they may present in children. We adopt a culture of vigilance: It could happen here.

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

Domestic abuse, which is currently the most prevalent risk at MCPA, can be made up of various abuse types listed below.

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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve: Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. Age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. Seeing or hearing the ill-treatment of another. Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve: Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.

Abuse can be perpetrated by people in many different roles – from family members; people in positions of trust; adult associates of a family; a child’s peers; people online and people who are not known to a child in any of these capacities.

At MCPA we adopt a clear stance that any form of abuse could be experienced by a child at our school, and be perpetrated by anyone, so we are vigilant to the signs.

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

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

The academy trust’s critical incident management plan can be seen on the GMAT website: <https://www.gmacademiestrust.com/policies>

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.

MCPA's leaders and governors, along with the Greater Manchester Academies Trust leadership and trustees, facilitate a whole school approach to safeguarding. This means involving everyone in the school, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development.

Ultimately, all systems, processes and policies operate with the best interests of the child at heart.' 'Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing the impairment of children's mental health or physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes (KCSiE 1.3)

1. Under the Education Act 2002, schools/settings have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children December 2023 ' and 'KCSiE 2024'. Our policy ensures that we comply with our Statutory Duties (Appendices A & B)

2. Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children's Services and Community Safety (MCC)

3. Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements

4. Our policy complements and supports other relevant school policies, including the updated attendance policy, which is informed by 'working together to improve school attendance' (2024).

5. 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.

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR GOVERNING BODY

Our Governing Body have a strategic leadership responsibility for our school's 's safeguarding arrangements and **will** ensure that they comply with their duties under legislation. They **will** have regard to KCSiE 2024, ensuring policies, procedures and training in their schools are effective and comply with the law at all times.

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

The Governing Body will ensure that:-

- All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety
- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.79, 2.94-96)
- A named member is identified as the designated governor for Safeguarding – they link-up with the named trustee for safeguarding.
- Governors facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.
- Where there is a safeguarding concern, they and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. This includes pupils making use of the 'worry boxes', reporting via regular 'emotional check-in' and staff observations.
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has an effective Child Protection Policy
- The school has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained as required, on CPOMS
- 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. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance. Where this does not align with a governors' meeting, these will be circulated for approval via email.

- We operate safer recruitment and selection practices in accordance with Part Three of KCSiE. The trust HR team monitor recruitment and the implementation of the safer recruitment policy.
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors and these are in line with KCSiE and Local Authority procedures. 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 and contractors who are in contact with children and young people receive appropriate training and information about the safeguarding processes. . The DSL team provide induction to all new staff and volunteers, in addition to online training being allocated.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures: through governor, trust and external scrutiny.
- Our governors regularly review the effectiveness of digital safeguarding arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

2.2 OUR HEADTEACHER

Our Headteacher will ensure that the policies and procedures, adopted by the governing body or proprietor particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.

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

‘Schools and colleges should work with local authority children’s social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans’. (KCSiE 2.112)

‘All schools and colleges should allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.’ (KCSiE, 2.113)

Our 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, volunteers, visitors and contractors understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested.
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through worry boxes, this includes an SEND-friendly format.
- 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. Provision is made through the holidays with safeguarding duties being shared with Manchester Communication Academy
- 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. This is achieved through wide promotion of the processes (induction, posters around school, and regular training) and the DSL team having a supportive presence around school to ensure that they are approachable to all.
- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting. This includes disqualification checks for staff working in/with children in the EYFS.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We ensure that contractors and external service providers have undergone the same level of checks as staff, and that they declare any convictions prior to commencing with us, for consideration and risk assessment.
- 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. This would involve a prior discussion and sharing of any materials to be used or

distributed; external speakers are never left to speak to pupils without staff present.

- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

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

The DSL (or a deputy) will always be available during school hours and provide out of hours or out of term time cover arrangements as agreed with senior leadership. This includes working days in the holidays, and sharing safeguarding responsibilities with MCA during school closure.

The DSL, and safeguarding team will:

- Manage referrals
 - of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
 - to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
 - where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
 - where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.
- Work with others
 - act as a source of support, advice and expertise for all staff
 - act as a point of contact with the safeguarding partners
 - liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and the special educational needs coordinator (SENCOs), and the senior mental health lead) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school.

This includes:

- o ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - o supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.
- Share information and manage the child protection file
 - Files will be kept up to date, confidential and stored securely in CPOMS
 - Files will only be accessed by those who need to see them and if content needs to be shared, we will follow the appropriate information sharing advice
 - Files will be transferred to a new school as soon as possible and within the first five days of the start of a new term
 - For in-year transfers, files will be shared with new school within 5 days
 - Confirmation of receipt from the new school should be obtained
 - Where we receive files for a new starter, key staff will be made aware as required.
 - Where appropriate, files may be shared with a new school in advance of the child leaving to enable the right safeguarding support to be put in place
- Raise awareness
 - ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part-time staff

- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
 - ensure the child protection policy is available publicly and families know that referrals about suspected abuse or neglect may be made and the role of the school in this
 - link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
 - help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.
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- Undertake training, increase knowledge and skills
 - understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
 - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
 - understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
 - are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
 - understand the importance of information sharing, both within the school , and with the safeguarding partners, other agencies, organisations and practitioners
 - understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization
 - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
 - can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
 - obtain access to resources and attend any relevant or refresher training courses, and
 - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them

- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters

- Provide support for staff
 - ensure that staff are supported during the referrals processes, and
 - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

- Understand the views of children
 - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them, and,
 - understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

- Hold and share information
 - understand the importance of information sharing, both within the school , and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
 - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
 - be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

In addition, to be able to respond to the specific needs of children in Manchester, the DSL will

- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice and is made available to all safeguarding and inclusion staff.
- Specify the roles and responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENCO, Attendance Lead, Designated Person for Looked After Children, Mental Health Lead
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child

SCHOOL STAFF

2.4 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
- Read Part One/Annex A/Annex B of KCSiE 2024 as directed by senior leaders and appropriate to individual roles.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding concerns and key LA approaches, including Early Help and ensuring that the voices of children are listened to and taken account of.
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Positive Handling Policy
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue
- Be approachable to children and respond appropriately to any disclosures
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected
- Be professionally curious and actively build trusted relationships which facilitate communication.
- Never promise a child that they will not tell anyone about shared information, 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
- Contribute to and/or attend multi-agency meetings as required, if appropriate to their role
- Be aware of the local early help processes and understand their role in them
- 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.

3. TRAINING AND AWARENESS RAISING

1. In accordance with KCSiE 2024, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including digital safeguarding and their responsibilities in relation to filtering and monitoring) and be made aware of the systems within the school which support safeguarding e.g. the Behaviour Policy, through induction videos. This training will be regularly updated
 2. All staff must ensure that they have read and understood KCSiE:
All staff – Part one
Governors, DSLs & SLT- all of KCSiE
Volunteers- Annex A
This is checked via declaration and regularly revisited through quizzing & training.
 3. All staff will receive child protection training every 2 years and at least an annual update which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes.
This training is given in the following ways: INSET day update, online training programme (national college), weekly briefings and additional training courses as needed.
 4. All staff members will receive training and updates around digital safeguarding and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively. The trust IT team manage the filtering and monitoring of IT equipment. Any breaches of filtering are sent to the DSL who addresses this with the child, supported by other members of SLT as needed.
 5. By training and responding to concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy. This includes through curriculum development, staff voice and regular safeguarding foci in face to face training sessions, which invite discussion.
 6. All interview panels will include at least one member that has completed full Safer Recruitment training, within the last 3 years or Safer Recruitment Refresher training, if the former has already been undertaken.
- 3.7 All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people and this is included in our training programme.

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. This includes through safeguarding focus groups, children's responses in safeguarding focused lessons, and academy council meetings.

4.1.2 We support the LA in its progress towards UNICEF Child Friendly City status and participate in the UNICEF Rights Respecting School programme and are working towards accreditation.

4.2 POOR ATTENDANCE/ABSENT CHILDREN

We adopt MCC's updated Attendance Policy and Attendance Strategy and reflect these in our own policies. We attend targeted support meetings related to attendance when required.

4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. This includes missing individual lessons, as well as being absent or late at Registration. Any concerning patterns are reviewed in partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

2. 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.

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

4. We will follow the Emotionally Based School Avoidance guidance (MCC, updated version May 2024) to assist with strategies for supporting children and young people experiencing anxiety to return to school.

5. We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date. (This is in response to learning from local serious case reviews.)

3. ALTERNATIVE PROVISION (AP)

4.3.1 We will only place children in AP which is a registered provider and has been quality assured e.g. is on the MCC approved provider list or has been judged by Ofsted to be Good or better.

4.3.2. Children who require access to AP will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by us and attendance follow-up conducted by us. Our DSL will work together with the DSL at the AP to ensure effective sharing of information and that any safeguarding concerns are followed up appropriately.

4.3.3 Where appropriate, other off-site providers may be used to provide mentoring or bespoke support. If this is the case, the child will be required to attend MCPA for both registration periods, attending the mentoring provision for part of the day. Unless in extreme cases, agreed by the local authority, this provision should form part of a full day.

4. EXCLUSIONS

4.4.1. We comply with statutory regulations and with the LA Inclusion Policy

4.4.2. 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.

4.4.3 We will work with the MCC Weapon Carrying in Schools and Colleges guidance to assist in decision making around exclusion and other responses to carrying or using weapons in school. We will assess where there may be a risk of weapon carrying in school and put measures in place to prevent this, eg lunch box handed to the office.

4. 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

5. VULNERABLE GROUPS

4.5.1 We ensure that all key staff work together to safeguard vulnerable children. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support. This is achieved through internal multi-agency 'pastoral huddle' meetings in which all pupils are considered. These meetings take account of safeguarding, family, behaviour analysis, academic, wellbeing, worry box, presentation and attendance concerns.

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

- Is disabled or has certain health conditions and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer or takes on caring responsibility

- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines
 - Is frequently missing/goes missing from care or from home
 - Is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - Is at risk of being radicalised or exploited
 - Has a family member in prison, or is affected by parental offending
 - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse - including where they hear, see or experience its effects
 - Is misusing drugs or alcohol themselves
 - Has returned home to their family from care
 - Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
 - Is a privately fostered child
 - Is persistently absent from education, including persistent absences for part of the school day
- Additionally, these children will also be considered
- International new arrival, refugee or asylum seeker
 - Looked after, previously looked after or under a special guardianship order.
 - Has or has had a social worker
 - LGBT and gender questioning children
 - Has the potential for adultification
 - Has multiple suspensions

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

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

4. Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

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

4.5.6. 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. We work with relevant social workers and the Virtual School

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

6. CHILD ON CHILD ABUSE (KCSiE, Part 5)

4.6.1 All our staff recognise that children are capable of abusing on another, including online.

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

- The procedures to minimise the risk of child on child abuse: High levels of supervision at all times, high traffic and visibility in toilet open/sink areas, minimal changing of clothes in school, PHSE lessons on healthy relationships/friendships.
- The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously are: Worry boxes, regular focus in PHSE lessons on relationships/friendships, PHSE lessons focused on consent and physical contact.
- How allegations of child on child abuse will be recorded, investigated and dealt with: Recorded on CPOMS, investigated by SLT or DSL team, following the behaviour policy with parents informed throughout.
- Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported: Emotional check in provides a window into children's mental wellbeing and provides a vehicle for disclosure. Direct work with the DSL team further supports this. Access to CBT and counselling as needed.
- We recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and simply not be reported. Staff training is regularly updated and information shared with pupils via assemblies address this.
- Our clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' is regularly reinforced in training. This includes recognition that it is more likely girls will be victims and boys' perpetrators, but that all child on child abuse is unacceptable and will be taken seriously
- Any recorded incidents of sexual violence/harassment are reported to governors and the trust's leaders. The trust headteacher will quality assure the investigation and follow-up action.

4.7 ELECTIVE HOME EDUCATION

- 4.7.1 We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child's best education is at the heart of the decision.
- 4.7.2 We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs
- 4.7.3 If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made.
- 4.7.4 We will inform Manchester LA of all deletions from the admission register when a child is taken off-roll and we understand that a child should be removed from roll as soon as the parent has informed us of their decision.
- 4.7.5 We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education

8. COMMUNITY SAFETY

1. Serious violence

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

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

3. **Child abduction and community safety incidents**

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. This includes through the PHSE curriculum which teaches children how to stay safe in the community and where to seek help.

4. Our response to children carrying knives or other weapons in school and in situations out of school is aligned to the Manchester Knife and Weapon Carrying in Schools and Colleges Guidance (Knife Crime Protocol) in which we take a holistic and measured approach on a case by case basis to such incidents in and out of school.

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

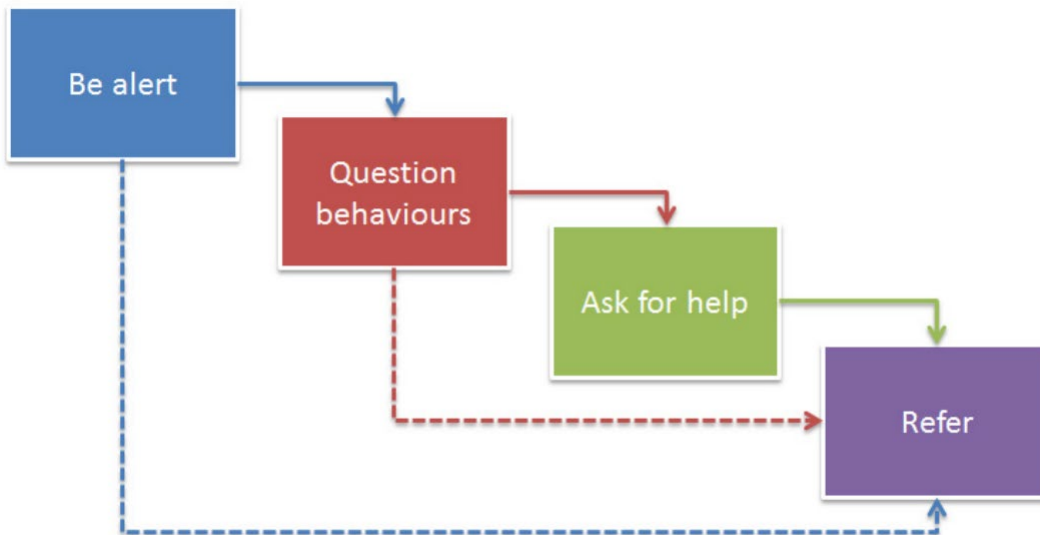
1. KEEPING RECORDS

Safeguarding records are maintained in CPOMS. Pupil records are maintained in SIMS. These systems sync to provide each other with the information needed.

1. 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.
2. We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
3. We keep our safeguarding records secure.
4. 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 possible. We keep a copy of the file in accordance with our Records Policy and statutory and LA Guidance.

2. RECORDING AND REPORTING CONCERNS

1. All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. 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 – cpoms
 - DSL/DDSL take action
 - Reporting colleague will follow-up to ensure that agreed actions have been undertaken



3. WORKING WITH PARENTS/CARERS

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

2. In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.

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

4. 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 for our decisions and if consent is not gained.

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

4. MULTI-AGENCY WORKING

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

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

3. We will notify the named Social Worker if:

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

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

5. CONFIDENTIALITY & INFORMATION SHARING

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

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

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

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

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

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

1. 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.

2. We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. Where meetings take place in the holidays, a member of the team will endeavor to attend (usually remotely). If this is not possible, information will be shared prior to the meeting to ensure that the school's views are represented.

3. 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.

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

2. We will aim to discuss and share reports with the parents/carers before the conference.

3. All relevant staff will be confident in using the tools which are part Social Care's refreshed approach.

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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

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

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

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

8. LEARNING FROM SERIOUS CASES

5.8.1 MSP will always undertake a child practice review (CPR) previously called a serious case review (SCR) when a child dies (including death by suicide) and abuse or

neglect is known or suspected to be a factor in their death. The purpose of the CPR 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

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

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

6. 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.

6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

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

1. Relationships Education, Relationships and Sex Education (RSE) and Personal Social and Health Education (PSHE) lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.

3. 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.

4. All children know that there are adults in our school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. They are regularly asked to name their 5 trusted adults.

5. Children are encouraged to contribute to the development of policies, through focus groups and academy council meetings.

6. Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children.

7. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.

8. We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence or harassment

7 DIGITAL SAFEGUARDING

- 7.1 Digital safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school approach empowers us to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The purpose of Internet use in our school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- 7.2 We check our filtering and monitoring against national standards regularly.
- 7.3 We consider the 4C areas of risk to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.
- 7.4 The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.5 Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in our acceptable usage policy but in summary, we ask that any devices are handed into the office for safekeeping each day.
- 7.6 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. This is regularly tested and evidence provided to the governors.
- 7.6 We ensure our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility
- 7.7 We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness.
- 7.8 We will encourage children to use Social Media safely, at the right age, including opportunities for them to think and discuss the issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children.
- 7.9 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. Failure to adhere to these policies are addressed in the staff code of conduct and behaviour policy for pupils.
- 7.10 We will complete online safety audits as appropriate to our needs and know where to access recommended models, making use of SWGFL.

- 7.11 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. This includes the sharing of 'Wake up Wednesday' resources and regular parent workshops.
- 7.12 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families, by only doing so on the school app 'school spider'.
- 7.13 As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSiE)

8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance, KCSiE and the LA model policy for Safer Recruitment (Appendices A & D)
- 8.2 Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school . These measures are outlined below and expanded in our Safer Recruitment Policy.
- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.
 - Our job adverts will include safeguarding requirements and the schools commitment to safeguarding and promoting the welfare of children
 - Our job adverts will make clear that safeguarding checks will be undertaken, including online checks for shortlisted candidates
 - We understand the process around filtering offences
 - Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
 - We do not accept CVs in place of an application form.
 - Shortlisted applicants will be asked to complete a self -declaration of their criminal record or information that would make them unsuitable to work with children
 - Applicants must sign a declaration confirming information given is true
 - References are obtained by the school before interview and open references are not acceptable
 - Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
 - We will investigate at interview if any concerns have come to light about the candidate through the self-declaration or online checks.

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

8.3 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.

- When our school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect providers to meet the guidance in [Keeping Children Safe in Out of School Settings](#) (KCSIE, Part 2, 169).
- If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if relevant (KCSIE Part 4)
- Only GMAT vetted activities take place on the MCPA site.

- 8.4 The school maintains a single central record of all recruitment checks, updated and monitored at least termly, by senior leadership and governor.

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

- 8.6 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.

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

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

9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS

1. We follow the DfE guidance KCSiE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly
2. We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated
3. The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation
4. We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'. These are outlined in our Low Level Concerns Policy
5. The harms threshold indicates that a person would pose a risk of harm if they have-
 - Behaved in a way that has harmed a child or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behavior that may have happened outside school , known as transferable risk)
6. Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusions.
7. Concerns that do not meet the harm threshold may include
 - Suspicions or nagging doubts about a member of staff
 - Complaints
 - Disclosures made by child, parent/carer or another adult within or outside of school
 - Inappropriate conduct outside of work
 - Those raised during recruitment and vetting processes

8. Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimising the risk of abuse
9. Although low level concerns may not meet the harm threshold, they are not insignificant.
10. All low level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes- 430-436)
11. Our Low Level Concerns Policy details the processes and conclusion of low level concerns and guidance about including information in references.
12. All allegations made against a member of staff, including supply staff, volunteers, contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
13. We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower.
14. Historic allegations will be referred to the police.

10.SAFETY ON & OFF SITE

- 10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 10.2 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- 10.3 All visitors, including visiting speakers, are subject to our safeguarding protocols while on site. We will undertake an assessment of the education value, age appropriateness and content of the visitors itinerary.
- 10.4 Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check
- 10.5 We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contacts between school and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.
- 10.6 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- 10.7 When the school is let, if services or activities re provided by the governing body or proprietor, under the direct supervision or management of school staff, the school arrangements for child protection will apply.
- 10.8 When the school is let and services or activities are provided by another body, we seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with trust on these matters where appropriate.
- 10.9 Should we receive an allegation relating to an incident that happened when an individual or organisation were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO (if it meets the harm threshold).
- 10.10 Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school premises – failure to comply with this will lead to termination of the agreement.
- 10.11 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.
- 10.12 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.

- 10.13 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.14 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy of High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.
- 10.15 We have a Health & Safety policy
- 10.16 We have read and considered the MCC/One Education Critical Incident guidance, the DfE Emergency planning and response for education, childcare and children's social care settings and School and College Security GOV.UK

11. . COMPLEX SAFEGUARDING

Serious violence

1. We are aware of the indicators and risk factors which may signal that children are at risk from, or are involved with serious violent crime
2. We will support referrals to Engage panels by providing information about concerns and worries for children involved in ASB and on the edge of criminality, including whether interventions have already been put in place and their success or not.

Child Criminal Exploitation and Child Sexual Exploitation

1. Children's Social Care will refer cases of child exploitation, criminal or sexual, to the Complex Safeguarding Hub and we will contact the professionals' advice line for further support to hasten this process or seek guidance, as appropriate.
 2. We understand that schools are one of many locations where children can be targeted and recruited into county lines and recognise additional specific indicators that may be present when a child is criminally exploited through involvement in county lines. (KCSiE, Annex B)
 3. We are aware of the significantly low numbers of reported CCE/CSE cases for girls locally and remain vigilant in recognising the signs of involvement for both boys and girls
 4. We are mindful of the language and descriptors used when discussing or referring CCE and CSE instances and avoid all victim blaming language.
- 11.2.5 We consider the use of the term 'gang' and only apply it to Organised Crime Gangs, not urban or street groups, although our children may perceive that they belong to, or associate with, a named 'gang'.
- 11.2.6 We will ask for help, support or recommendations with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term and have used Global Policing and GMP to provide this.
- 11.2.7 We are familiar with My Safety Planning approach for Child protection in extra-familial harm circumstances