

# St Agnes CE Primary School

## Child Protection and Safeguarding Policy and Procedures

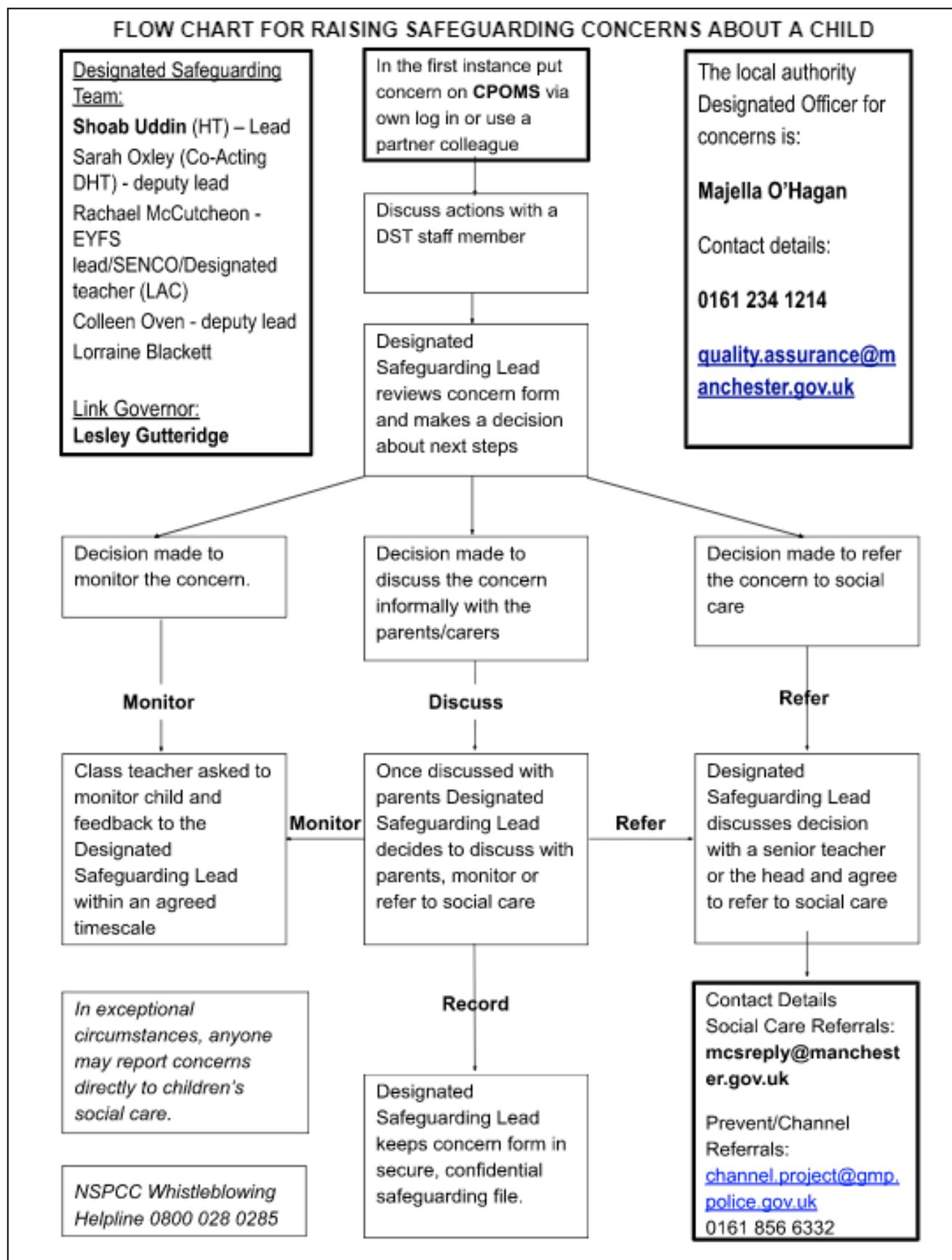
<b>Approved by:</b>	The Governing Body	<b>Date:</b> September 2023
<b>Last reviewed on:</b>	September 2021	
<b>Next review due by:</b>	September 2024	

<b>School: St Agnes CE Primary School</b>		
The Headteacher who has the ultimate responsibility for safeguarding is Shoab Uddin. In their absence, the authorised member of staff is the Acting Co-Deputy Head Sarah Oxley.		
<b>KEY SCHOOL STAFF &amp; ROLES</b>		
Name	Role	Location and/or Contact Number
Designated Safeguarding Co-lead (DSL)	Shoab Uddin Headteacher	0161 224 6829
Designated Safeguarding Co-lead (DSL)	Sarah Oxley Acting Deputy Headteacher	0161 224 6829
Designated Safeguarding Deputy (DSL)	Colleen Oven Attendance Lead/Parent Link/EH Coordinator	07598514315
Designated Safeguarding Officer	Rachael McCutcheon Assistant Head/SENCO	07955736372
Designated Safeguarding Officer	Lorraine Blackett Parental Link/Attendance EH Coordinator	0161 224 6829

<b>Safeguarding &amp; Prevent Additional Roles</b>	<b>Name</b>	<b>Phone number</b>	<b>Email</b>
Designated Safeguarding Governor	Lesley Gutteridge	0161 224 6829	l.gutteridge@st-agnes.manchester.sch.uk
LADO	Majella O'Hagan	0161 203 3232	majella.o'hagan@manchester.gov.uk
MASH	Manchester City Council	0161 234 5001 8.30-4.30pm 0161 794 8888 Em. Duty Team	<a href="mailto:mcsreply@manchester.gov.uk">mcsreply@manchester.gov.uk</a>

Our procedures for when there is a concern about child welfare and safeguarding are shown in the flowchart below. Useful numbers where advice, recording and process for referral, including advice line numbers can be also be found at:-

- Early Help Hub: Central 0161 234 1975
- Social Care Advice & Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196
- MCC Safeguarding in Education Team: 0161 245 7171



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

Any disclosure or expression of disquiet made by a child or adult will be listened to seriously and acted upon as quickly as possible to safeguard the children's welfare. In the case of an allegation made about an adult please inform the DSL (Shoab Uddin) immediately. The LADO procedures should be used when an allegation is made that an adult has:

- 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; or
- Behaved towards child or children in a way that they may pose a risk of harm to the children.

**Manchester LADO** (sometimes known as DOLA or LA Designated Officer): **0161 234 1214**

Our procedure for whistleblowing if there is an urgent concern about child welfare or safeguarding that cannot be dealt with through our usual systems. St Agnes' whistleblowing procedures protect staff members who report colleagues they believe are doing something wrong or illegal, or who are neglecting their duties.

- If you are concerned about an adult's behaviour or believe they have neglected their duties you can refer to our Whistleblowing Policy on the shared drive under Policies or find one located on the staffroom wall.
- Alternatively you can call the **NSPCC Whistleblowing Helpline: 0800 028 0285** or email **help@nspcc.org.uk** for advice and guidance.

Our procedure for investigating and dealing with any complaints or concerns about our safeguarding practice that are brought to our attention is detailed in our Complaints Policy.

Additionally, we will co-operate with officers from the Education Department if they are aware of concerns which have been raised with Ofsted, the Regional Commissioner or the DfE.

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

Review Date	Changes made	By whom
04/09/2023	Policy created	MCC
08/09/2023	Policy reviewed	S Uddin

#### **Ratification by Governing Body**

Academic year	Date of ratification	Chair of Governors
2022-23	September 2022	Helen Thompson
2023-24	September 2023	Cath Collinson (Acting Chair)

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***You have the right to be protected from being hurt  
or badly treated.  
Article 19 (UNCRC)***

## **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 and visitors, 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.

### **ETHOS**

St Agnes CE Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2018' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.

The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Manchester Common Assessment Framework is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and 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.

St Agnes CE Primary School will exercise diligence and prevent any organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils and staff.

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 1.2)

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

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.

Governing bodies ensure they 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 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, 2023 p 6)

**At St Agnes, our mission statement ‘Love to Learn, Learn to Do Well, Living Well Together’ is at the center of our school ethos. We know our children will only thrive if they feel safe at home, at school and in the community.**

- 1.1 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’ (in process of review) and ‘KCSiE 2023’. Our policy ensures that we comply with our Statutory Duties (Appendices A & B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children’s Services and Community Safety (MCC)
- 1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix E)
- 1.4 Our policy complements and supports other relevant school policies (Appendix D).
- 1.5 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 has a strategic leadership responsibility for our school’s safeguarding arrangements and will ensure that they comply with their duties under legislation. They will have

regard to KCSiE 2023, ensuring policies, procedures and training in the school are effective and comply with the law at all times.

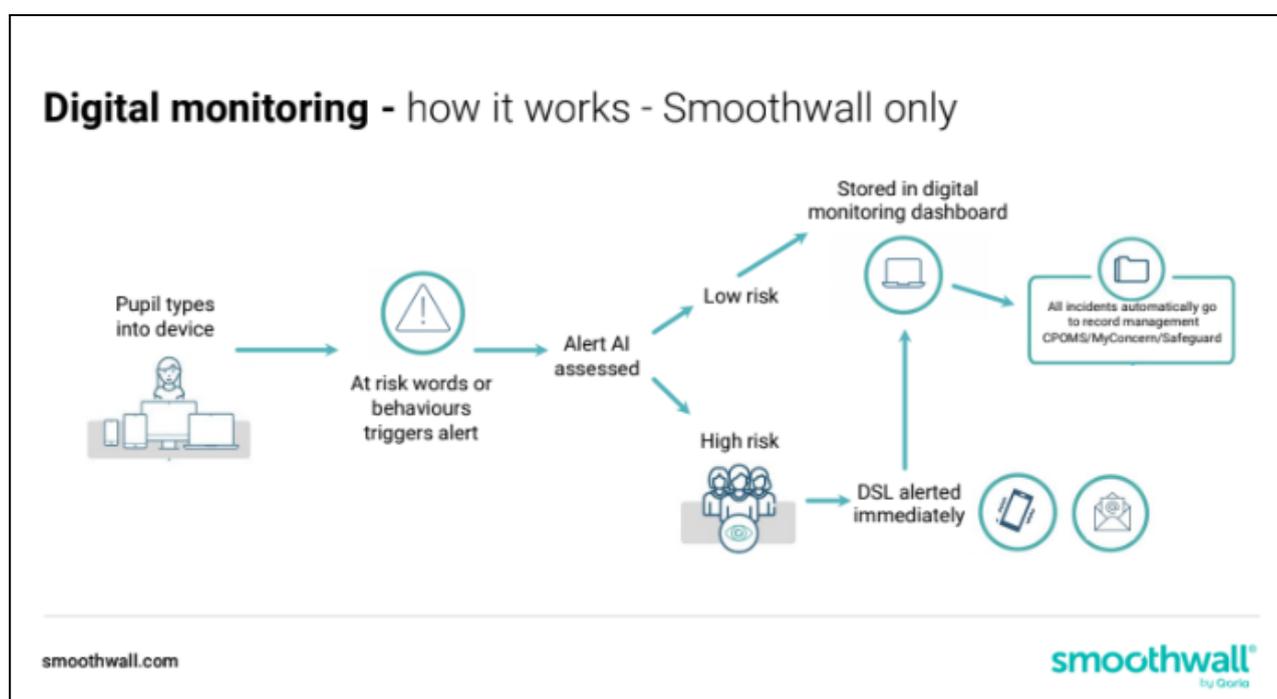
Our Governing Body are fully aware of our role in multi-agency safeguarding arrangements, of Manchester Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote 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 2.81, 2.95-97)
- Lesley Gutteridge is the named member who is identified as the designated governor 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/college 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. Using our daily check-in systems on the classroom doors, our children can share how they are feeling, enabling the class teacher to see who is needing to 'talk' and ensuring they see the staff who can offer support appropriately and swiftly.
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has a Behaviour Policy that includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained as required.
- More than one emergency number is held on file for each pupil.
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Safeguarding Governor, Lesley Gutteridge, meets regularly with the DSL once a term and reports to the rest of the GB.
- The link governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Half-termly meetings are held with the DSL to provide updates and review numbers of children and families who are receiving agency support at whatever level. Current issues at the school are then shared sensitively at Full Governing Body Meetings by the DSL with the support of the Safeguarding Governor.
- Our Safeguarding and Child Protection 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. These are then shared on the teacher drive and via email to ensure best practice.

- The governing board ensures the school has appropriate filtering and monitoring systems in place on school devices and school networks, and will regularly review their effectiveness. The board will review the DfE filtering and monitoring standards, and discuss with IT staff and service providers what needs to be done to support the school in meeting those standards, which include:
  - Identifying and assigning roles and responsibilities to manage filtering and monitoring systems;
  - Reviewing filtering and monitoring provisions at least annually
- See below for our filtering and monitoring system, Smoothwall, and how it works:



- We operate safe recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers including overseas checks where relevant. Our Business Manager and Head or Deputy monitor inventory and single central records frequently and all relevant checks are recorded and stored in our single central record files. All information is then collated in a staff spreadsheet to ensure all staff have the appropriate checks and references on file. These files are continually monitored across the school. This includes the details of supply staff.
- 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 2023 and Local Authority procedures. We will work with the DO 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. The DSL (DHT) carries out all new staff/volunteer inductions, which includes all information and requirements with regards to the schools expectations with regards to Safeguarding. Online courses will be offered

if staff join after whole school training has taken place and staff can access any training materials as a point of reference on our staff shared server.

- Staff and volunteers are under constant review by the Assistant Head Teachers and the teams that they join; any concerns brought to the DSL and Head, should they arise.
- 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. Any training is saved onto our drive or e-learning packages and the impact is seen in the detailed recording and incidents reported on CPOMS.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. Staff are challenged/supported when they do not follow procedures and asked to review policies and supported by the DSL who shares updates with staff.
- Our governors regularly review the effectiveness of online safety 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 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.

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

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

Our Headteacher is fully aware of statutory guidance in KCSIE 2023 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, volunteers, visitors and contractors 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 S175 online tool to the LA as requested (bi-annually).
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- A senior member of staff, Shelley Lynton (Deputy Head), is our appointed DSL and has a clear job description. 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 her to discharge her 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 on how to raise a concern/make a disclosure has been developed through work with our Student Council and Peace Mala Ambassadors and this is accessible to all children on their classroom walls.
- 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 is done so following the flowchart of procedures
- During out of hours and school holidays the families can email concerns into school or contact one of the Safeguarding Team via our Class Dojo messaging service. The most vulnerable children in school have regular contact with the Safeguarding Team and are supported as needs rise by a variety of agencies.
- 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. Staff are directed to familiarise themselves with our safeguarding flow chart (as a part of our induction and annual return to school training), which is also displayed around the building and know that they are responsible for recording all concerns for children's welfare or wellbeing on CPOMS as soon as possible when issues arise. If this is considered urgent, they are asked to inform the DSL first and record the disclosure as soon as possible after.
- 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. All visitors into school must be

checked by the DSL and have been agreed to be suitable before coming into the school building and meeting the children.

- 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)**

Shoab Uddin (Headteacher) and Sarah Oxley (co-DHT) are the DSLs and have specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL takes lead responsibility for Early Help, Safeguarding and Child Protection, including online safety and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a DDSL but they take the ultimate lead for child protection. (DDSLs are trained to the same standard as the DSL).

The DSLs, together with the DS team, will:

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture of listening to children and taking account of their wishes and feeling, and also understand the difficulties some children may have in approaching staff about their circumstances
- Support the school's Mental Health Team
- 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, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provides support and training for staff and volunteers through face to face and online courses which assess the staff's understanding to ensure we can monitor the impact of this training.
- 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 the escalation process if necessary. All referrals are recorded on our CPOMS system including monitoring, recording & follow-up which is checked weekly or bi weekly by the DSL team.
- 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 maintained by liaising with the local authority and external specialists such as KD Safeguarding Ltd.
- Understand the assessment process for providing Early Help
- Have a working knowledge of how local authorities conduct a child protection case conference and review conference, and be able to attend and contribute to these effectively. All DSL staff

are experienced in the requirements of the conference and able to use the Signs of Safety approach when report writing for conference components.

- Ensures that all staff with specific responsibility for safeguarding children, including herself as the DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice.
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance (Annex C.p 165)
- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult and have arrangements in place for ensuring this if a police officer requests to meet with a child when in school. (PACE Code C 2019)(Annex C, p165)
- 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.
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- Create and maintain child protection files on CPOMS and keep them up to date.
- Keep information confidential and store logs electronically and securely with a separate file for each child on CPOMS. This recording and reporting system also links the children to their siblings, keeping a close eye on all children in the family at times of crisis.
- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues. (KCSiE, 191-196)
- Always be available during school hours during term time, and at other times as designated by the Headteacher. During holidays a member of the DS team will be to respond to issues.
- Share and transfer safeguarding and child protection information as appropriate through CPOMS and transfer protocols
- Agreement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Understand and support the school/college with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from risk of radicalisation
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Understand the lasting impact that adversity and trauma can have on children and young people.
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child.
- Ensure the child protection policy is available publicly (school website) and parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- The DS team consists of staff trained to DSL level alongside other specific roles including Attendance officer (CO, LB); Early Help (CO, LB), SENCO (RMc) and Designated Person for Looked After Children (RMc).
- The team works closely with the Mental Health and Wellbeing team.

## 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 2023 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, Signs of Safety and Safe & Together, the ACT model, 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/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.
- 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 aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious and actively build trusted relationships which facilitate communication.
- Be 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
- Be aware of the local early help processes and understand their role in it
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role

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

## 3. TRAINING AND AWARENESS RAISING

3.1 In accordance with KCSiE, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety and their responsibilities in

relation to filtering and monitoring)) and be made aware of the systems within the school which support safeguarding e.g. Induction Booklet, the Behaviour Policy and Staff Code of Conduct. This training will be regularly updated

- 3.2 All staff must ensure that they have read and understood 'Keeping Children Safe in Education 2023: Part One' and all staff working directly with children should also read Annex A and/or Annex B. KCSIE is saved onto our CPOMS library and staff are asked to click when they have read and understood the documentation. The DSL team monitors who has read this and ensures any staff who have not sign that they have read the materials are reminded to do so, as a matter of urgency. All staff are asked to complete an assessment on KCSIE to show their understanding, the DSL is alerted when this is completed.
- 3.3 All staff will receive regular child protection training at least every 2 years and at least an annual update 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. We review training needs via our CPOMS incident records. Training needs are then developed in response to this. Impact of training is evident in staff awareness and logs made on records of incidents. Shared concerns and a focused mindset on issues that are faced by our community and families is then achieved.
- 3.4 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.
- 3.5 All staff members will receive regular safeguarding and child protection training and updates, including online safety and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively. Weekly meetings, staff bulletins, curriculum improvement and phase meetings ensure that information is disseminated effectively. This includes information or training on common issues seen across the school, which appears relevant, when monitoring & recording, is reviewed by the DSL Team.
- 3.6 All interview panels will include at least one member that has completed up to date Safer Recruitment training within the last 3 years.
- 3.7 To recognise the expertise built within staff by training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding

arrangements and the child protection policy. This is achieved through school improvement meetings, scheduled safeguarding CPD and briefings.

## **4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES**

### **4.1 PUPIL VOICE**

4.1.1 We support the LA in its progress towards UNICEF Child Friendly City status and participate in the UNICEF Rights Respecting School programme and are accredited at Silver Level.

4.1.2 Children are encouraged to contribute to the development of policies and share their views. Our Student Council and Peace Mala Children have developed accessible and child-friendly documents such as our Child Friendly Safeguarding Policy. Using language they feel suitable for children of all ages across the school. The children's voices are heard through a variety of resources and exercises such as Three Houses, Cup of Feelings and Hand of Trust or specialised therapies, such as Drawing and Talking and Lego Therapy.

We are still responding to the trauma suffered by the pandemic, ensuring all children have the chance to share how they are feeling on our emotion monitoring walls throughout the day. These vary across the school in style but the ethos of all is the same, that it is important to share how we are feeling and that **it is ok, to not feel ok.**

### **4.2 POOR ATTENDANCE**

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

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.

4.2.2 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.

4.2.3 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. Our Attendance Lead is Colleen Oven.

4.2.4 We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2023) to assist with strategies for supporting children and young people experiencing anxiety to return to school.

4.2.5 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.)

### **4.3 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. 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.

### **4.4 EXCLUSIONS**

4.4.1. We comply with statutory regulations and with the LA Inclusion Policy and procedures (Appendix C).

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. 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.

4.4.4. We will work with the MCC Weapon Carrying in Schools and Colleges guidance (Appendix C) to assist in decision making around exclusion and other responses to carrying or using weapons in school.

### **4.5 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. We achieve this through:

- Regular meetings with the Inclusion Lead (who is a part of the DP Team)
- Weekly meetings with the DP Team

- Daily review of CPOMS logs
- Additional contact or support for families in need
- application of school early help offer

4.5.2 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
  - 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
  - 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 children (KCSiE, Part 2:203-205)
  - Has the potential for adultification

**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 children (KCSiE, Part 2:203-205)

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

4.5.4 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 (KCSiE, Part 2:180-186).

4.5.6 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.

4.5.7 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 (KCSiE, 187-196).

#### **4.6 CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT (ABUSE) (KCSiE 5.especially added points 446-492)**

4.6.1 All our staff recognise that children are capable of abusing their peers, including online.

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

- The procedures to minimise the risk of child on child abuse
- 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
- How allegations of child on child abuse will be recorded, investigated and dealt with
- 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
- Recognition 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

- 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’.
- 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
- Recognition of the different forms child on child abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2023 (Update previous advice and guidance ensuring new points are included)

#### 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-role and we understand that a child may 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

#### 4.8 COMMUNITY SAFETY

- 4.8.1 **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
- 4.8.2 We update our awareness training for staff based on new information regarding trends, modes of operation and language/slang when provided by partner agencies.
- 4.8.3 **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. Our PSHE curriculum, work with local Police and pastoral support supports our children’s understanding of risks in the community.
- 4.8.3 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. (See Appendix C)

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

### **5.1 KEEPING RECORDS AT ST AGNES**

We use CPOMS at St Agnes. This software allows all staff to record information online and ensure the relevant people are alerted immediately. Senior leaders will be able to build a chronology around a child and give the ability to produce reports on vulnerable pupil groups for Case Conference Meetings, Governors and Ofsted. The major benefit of CPOMS however is how it brings together all safeguarding and pastoral care concerns to one place, alongside the necessary tools to analyse each child's situation simply and thoroughly.

5.1.1 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.

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

5.1.3 We keep our safeguarding records secure.

5.1.4 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 we are informed of the new school. We keep a copy of the file in accordance with our Records Policy and statutory and LA Guidance.

### **5.2 RECORDING AND REPORTING CONCERNS**

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

- Speak to the DSL or the person who acts in their absence (deputy DSLs)
- 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
- Please refer to flowchart (p.3) of this policy

### **5.3 WORKING WITH PARENTS/CARERS**

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

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

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

5.3.4 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** e.g. in cases of suspected sexual abuse. We will record the reasons if consent is not gained.

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

#### 5.4 MULTI-AGENCY WORKING

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

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

5.4.3 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 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.

#### 5.5 CONFIDENTIALITY & INFORMATION SHARING

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

- 5.5.2 Information about children will only be shared with other members of staff on a need-to-know basis
- 5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine.
- 5.5.4 We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.
- 5.5.5 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 2:115-123).

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

- 5.6.1 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.
- 5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. The DSL will attend any ICPC and RCPC meetings held in the school holidays, wherever possible, having the time owed back when school reopens.
- 5.6.3 Meetings will be attended by the Designated Person in school for the child/family at conference both in school hours and out of school hours. In the case of out of school hours. One of the Designated Safeguarding Leads will attend these meetings or the Headteacher in her absence.
- 5.6.4 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.
- 5.6.5 Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.

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

5.6.7 All relevant staff will be confident in using the tools which are part of the Signs of Safety approach, including refreshed and updated versions.

## **5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS**

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

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

5.7.3 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.

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

## **5.8 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/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

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

5.8.3 Our DSL will keep up to date with the findings from CPR/SCRs 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 during our Rights and Respecting Work/Peace Mala Work 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, questions and challenges and to make informed choices in later life. We use the Manchester Skills for Life to support their understanding of the importance of a specific set of skills for life.
- 6.3 Personal Social and Health Education (PSHE), Relationship and Sex Education (RSE), Citizenship and Religious Knowledge 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. We fully implement the PSHE/RSE curriculum from September.
- 6.4 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, Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.
- 6.5 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. Posters of these staff are visible around the school and staff report children who they are concerned about through CPOMS and the DSL team respond in a timely manner to the teachers concern.
- 6.6 Children are encouraged to contribute to the development of policies. This is through pupil surveys, Student Council and Peace Mala Ambassador meetings. The children in these groups will collate the voices of the children across the school.
- 6.7 Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2,129).
- 6.8 We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life.

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

## **7. ONLINE-SAFETY (KCSiE, Part 2, 135-148)**

- 7.1 Online safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school approach empowers us to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. 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 The checklist to ensure compliance with Filtering and Monitoring standards is included as Appendix B.
- 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 21<sup>st</sup> 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 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. Filtering and monitoring is carried out through One Education and contracted ICT service provider (MGL).
- 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, 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. We use a

variety of technological equipment in class, such as Ipad, laptops and cameras. We also have access to desktop computers in our ICT Suite. All staff are expected to adhere to the Acceptable User policy and make themselves familiar with the staff Code of Conduct with regards to IT safety and use.

We will ensure that children do not misuse their devices whilst in school by going online together, having appropriate filtering methods and:

- Establishing clear boundaries when using IT
- Supervising the children's use in the classrooms
- Considering the quality and quantity of online activities
- Constantly reference online safety and start conversation as early as
- Choosing age appropriate apps and games
- Know where to report any concerning behaviours online.

7.10 We will complete online safety audits as appropriate to our needs and know where to access recommended models. We use [360Safe](#) online reviews.

7.11 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. We have been supporting parents' understanding with workshops for parents and up to date information on the website which shares the best possible advice for safer internet use in the homes. We are continually developing this in light of the pandemic and the impact of home learning increasing usage by the children at home.

7.12 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. By using our Dojo communication tools (emails), which have individual logins for each family/separate passwords and use of the school website which has year groups specific passwords.

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 Part 2, 135-148)

## **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

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 /colleges commitment to safeguarding and promoting the welfare of children
- Our job adverts will make clear that safeguarding checks will be undertaken, including online checks, including social media platforms for shortlisted candidates
- At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years
- 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 DBS 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 need 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 All relevant staff (involved in early years settings) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. This is shared and delivered in a staff meeting and then completed by staff being shared with the SBM and stored in our Single Central Records.

8.4 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, 167).
- If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if relevant (KCSIE Part 4, 377)
- All out of hours activities are overseen by a member of staff known to the pupils and any concerns will be acted upon following our procedures.

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

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

8.7 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.

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

8.9 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

## 9. **MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

9.1 We follow the DfE guidance KCSIE, Part 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 are referred to LADO by one of the DSL Team at the time of concern as a matter of urgency. The member of staff who has allegations made against them will be asked to leave the building whilst a full investigation takes place.

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

- 9.3 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
- 9.4 We consider allegations that may meet the harm threshold and those allegations/concerns that do not, referred to as 'low level concerns'. These are outlined in our Low Level Concerns Policy
- 9.5 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/college, known as transferable risk)
- 9.6 Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusions.
- 9.7 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
- 9.8 Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimizing the risk of abuse
- 9.9 Although low level concerns may not meet the harm threshold, they are not insignificant.
- 9.10 All low level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes- 423-440)
- 9.11 Our Low Level Concerns Policy details the processes and conclusion of low level concerns and guidance about including information in references.
- 9.12 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.

9.13 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. A copy of the One Ed Whistleblowing Policy, which defines the approach to help maintain the accountability, integrity and transparency towards safeguarding all learners, is displayed in the staffroom and in other staff communal areas. This can also be found on the shared Teacher drive (Google Drive) for reference. This means that the documents can be accessed by all members of staff and are regularly referred to in staff meetings and safeguarding briefing and training.

9.14 Historic allegations will be referred to the police.

To be read alongside the document 'Dealing with Allegations of Abuse Against People who work with Children – Guidance for Schools and Academies'

## **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/college 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. We will always check the identities of contractors and their staff on arrival.

10.6 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/college and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.

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

staff with key responsibilities will always be present when facilities are being used by external agencies.

- 10.7 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.
- 10.8 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.9 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 the High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.
- 10.10 We have a Health & Safety policy which supports staff and other stakeholders understanding of expectations to ensure our children's and staff safety e.g. procedures for contacting parents and for reporting to the emergency services, including police and hospitals.
- 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 and we have a Critical Incident policy in place.

## **11. COMPLEX SAFEGUARDING**

### **Serious violence**

- 11.1. 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
- 11.2. 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**

- 11.2.1 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.

- 11.2.2 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)
- 11.2.3 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
- 11.2.4 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 seek help, support or recommendations from statutory partners with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term and have used the following organisations - RADEQUAL, GANGS, Manchester Healthy Schools etc.
- 11.2.7 We are familiar with My Safety Planning approach for Child protection in extra-familial harm circumstances

## **APPENDICES**

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

Please click [here](#) for the latest copy of Keeping Children Safe in Education

Please click [here](#) for guidance on Working Together to Safeguard Children 2018

### **A. Legislation, Statutory Guidance & Ofsted Framework**

- **Definitions of Abuse & Neglect from ‘Working Together to Safeguard Children’ (updated 2018)**

#### **Significant Harm**

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.

### **'Keeping Children Safe in Education', September 2023**

Specific guidance for educational settings - relevant sections to be read and understood by all staff and volunteers as deemed appropriate. It signposts to key legislation as well as signposting to useful organisations and resources.

- Ofsted Section 5 Inspection Framework for Schools
- Inspecting Safeguarding in Early Years, Schools & Skills Settings'
- 'Working Together to Safeguard Children'
- Prevent Duty, Section 26 Counter Terrorism & Security Act
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Domestic Abuse Act 2021
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools
- DFE Children Missing Education, Stat Guidance
- DFE Designated Teacher for LAC Guidance
- DFE Supervision of Regulated Activity
- Alternative Provision, Stat guidance
- Teachers' Standards
- Governors' Handbook
- 'Listening to & involving children & young people', stat guidance
- Health & Safety Legislation
- Equality Act
- Filtering and Monitoring standards  
<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

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- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Current Safeguarding Issues**

All of our staff have an awareness of current safeguarding issues highlighted in the update of KCSIE 2023 that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues that our staff are aware of include:

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

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

### **Child Criminal Exploitation (CCE)**

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

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

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

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways of grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media

### **Mental Health**

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have a mental health team to support both the children and staff. Cath McClenaghan is our Youth Mental Health First Aider and Shelley Lynton is our Adult Mental Health First Aider.

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Should staff have concerns that any child or family are at risk, support available to victims and how to refer them to the NRM is available in the [Modern Slavery Statutory Guidance](#) - Modern slavery: how to identify and support victims

### **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. As our children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. We provide outdoor-safety lessons, first aid and knife crime prevention sessions with our local police.

### **Cyber Crime**

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach is used at St Agnes. Online safety empowers and protects, as well as educates our pupils, in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

**content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

**contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.

**conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

**commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel our pupils or staff are at risk, we must report it to the Anti-Phishing Working Group (<https://apwg.org/>).

## **B. Non-statutory Guidance**

- DFE 'What to do if you are worried a child is being abused - Advice for practitioners'
- 'Safer Working Practices'
- DFE National Standards of Excellence for Headteachers,
- DFE 'Use of Reasonable Force in Schools',
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Adviceline
- DfE Sexual Violence and Sexual Harassment in Schools and Colleges advice
- DfE Promoting the education of children with a social worker -Virtual School Head role extension June 2021
- NSPCC 'When to call the police'

## **C. MCC, MSP & GM Policies, Procedures & Guidance**

Links to:-

### **MSP Website:-**

- MSP & GM Policies
- MSP Multi-agency Levels of Need & Response Framework,
- Safeguarding Concerns, Guidance & Proformas, including escalation process
- MSP LADO Referral Process
- MSP Learning From Serious Case Reviews
- MSP on Sexual Harassment
- GM Weapons Carrying Guidance
- SYV Protocol

### **Help & Support Manchester Website:-**

- Early Help Strategy, Guidance, Assessments & Referrals
- Our Practice in Manchester website:-
- Signs of Safety Strategy, Guidance & Resources
- MThrive
- National Police Chiefs' Guidance

## **D. Links to Other Relevant Policies/Procedures**

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Relationships Education, Relationships and Sex Education and Personal Social and Health Education
- Equal Opportunities
- Online Safety
- Extended Schools Activities
- Behaviour Management including fixed and short-term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers
- Child on Child Abuse
- Code of Conduct (for staff)
- Low Level Concerns
- Medical Conditions.
- Whistleblowing Policy
- Safer Internet Use Policy
- Data Protection Policy
- Dealing with Allegations of Abuse Against People who work with Children – Guidance for Schools and Academies
- Acceptable use policy
- Online safety policy
- Behaviour policy
- Local authority Risk assessment and control measures

## **E. Links to Other Relevant MCC Education Department Policies/Guidance**

### Schools Hub

- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC

- Attendance Guidance
- CME Guidance
- Inclusion Strategy
- Anxiety Based School Avoidance Guidance
- Weapon Carrying in Schools and Colleges Guidance
- MCC Elective Home Education Policy
- MCC Alternative Provision guidance and approved provider list
- UKIS Governors' Guidance for Online Safety

## **F. Abbreviations**

- CiN Child in Need
- CP Child Protection
- CSC Children's Social Care
- DSL Designated Safeguarding Lead
- DST Designated Safeguarding Team
- EH Early Help
- EHA Early Help Assessment
- GM Greater Manchester
- LADO Local Authority Designated Officer
- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board
- MSP Manchester Safeguarding Partnership
- SOS Signs of Safety

## APPENDIX E

### A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

#### **ETHOS AND ENVIRONMENT**

- The school is a place where 'Every Child Matters'.
- Tolerance, understanding and respect for others are core values of the school.
- The environment is welcoming and pleasant and all pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

#### **PRACTICES AND PROCEDURES**

- The school has a 'Child protection and Safeguarding Policy and Procedures' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The MCAF and Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- MCAF targets are identified in the School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated

#### **PUPIL TRACKING**

- The progress and attendance of pupils in EOTAS is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.

- Effective transition for pupils takes place at all stages.

## **STAFF TRAINING**

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for Child protection and Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on a range of Safeguarding issues and identified staff receive higher level training as appropriate.
- All new staff are given safeguarding training as a part of their induction.

## **PUPIL ENGAGEMENT**

- Pupil voice is valued and the School Council and Peace Mala Ambassadors are afforded respect and are involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

## **THE CURRICULUM**

- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety, staying safe and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming, child sexual exploitation and radicalisation.
- There are formal and informal opportunities to praise, reward and celebrate pupil's behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

## **WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES**

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.

- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

#### **INDICATORS OF VULNERABILITY TO RADICALISATION**

- Pupil is distanced from their cultural/religious heritage and experience.
- Pupil demonstrates discomfort about their place in society.
- Pupil may be experiencing family tensions at home.
- Low self-esteem and sense of isolation.
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage.