The Birches Specialist Support School

Child Protection and Safeguarding Policy

Date Reviewed: **March 2022**

Reviewed by: **Farzana Shah Deputy Headteacher**

Signed: ……
On behalf of the Governors

Signed: ……..
Head teacher

Date of next review: **March 2023**

CHILD PROTECTION & SAFEGUARDING POLICY

The Birches Specialist Support Primary School
The Headteacher who has the ultimate responsibility for safeguarding is Mr Rob O'Hara. In their absence, the authorised member of staff is Ms Farzana Shah, Deputy Headteacher and Designated Safeguarding Lead (DSL).

KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
Mr Rob O'Hara	*Headteacher*	*The Birches School, Newholme Road, West Didsbury, Manchester M20 2XZ.* *0161 448 8895*
Ms Farzana Shah	*Deputy Headteacher & DSL*	
Ms Anna Skolik-Wieczniak	*Associate Assistant Headteacher*	
Ms Claire Whitehead *New appointee* *(Appointed via interview but has not commenced the role – due to start after Easter April 2022).*	*Senior Safeguarding Officer*	
Ms Sarah Watkins	*HLTA*	
Ms Jemma Hindley	*School nurse*	
Ms Peggy Parker	*Parent Support Advisor*	

NAMED GOVERNOR for Safeguarding & Prevent	Contact Phone Number/Email
Ms Barbara Woolley	*0161 448 8895*

Summary of Urgent Procedures

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.

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

- Speak to a member of the safeguarding team.
- Follow our safeguarding procedure as follows and if you are a member of staff, you must use CPOMS as our method of recording;

If you suspect that a child is being abused or have a concern

- Immediately let the Headteacher or Designated Safeguarding Lead or a member of SLT know
- Record the known facts and give them to the above person

If a child tells you they are being abused or communicates something to you that concerns you

- Allow them to communicate without interruption, accepting what is expressed to you
- Advise them that you will offer support, but that you MUST pass information on to someone in order to try and help keep them safe.
- Immediately tell the Headteacher or Designated Safeguarding Lead or a member of SLT
- Record the facts as you know them, including the account given to you by the child or what it is that you observed to be of concern and give a copy to the Headteacher or Designated Safeguarding Lead or a member of SLT

If you receive an allegation about any adult or yourself

- Immediately tell the Headteacher or Designated Safeguarding Lead or a member of SLT
- Record the facts as you know them and give a copy to the Headteacher or Designated Safeguarding Lead or a member of SLT

- At The Birches, we maintain the ethos of 'it could happen here' and staff should not assume someone else will take action – safeguarding is everyone's responsibility.
- To refer to professionals outside of school with concerns about safeguarding and child protection, the following contact numbers are available
  - Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977

- 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;

- Immediately tell the Headteacher (or in their absence, Designated Safeguarding Lead or a member of SLT).
- Record the facts as you know them and give a copy to the Headteacher (or Designated Safeguarding Lead or a member of SLT).
- All concerns including low-level should be reported to the head teacher unless concerning the head teacher in which case report to the chair of governors.
- The telephone number for referrals regarding allegations about staff is for the 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 is:-

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

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APPENDICES:-

Part 1 & Annex A of 'Keeping Children Safe in Education (KCSIE), September 2021 - statutory guidance to be read by staff.

A. Legislation, Statutory Guidance & Ofsted Framework
B. Non-Statutory Government Guidance
C. Local Policies & Guidance (MCC, Greater Manchester & Manchester Safeguarding Partnership)
D. Other Relevant School Polices/Procedures
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G. COVID 19 – School Arrangements for Safeguarding during on-going Covid-19 arrangements and future planning for sudden or enhanced arrangements

KCSIE Part One / Annex A / Annex B

To support decisions about reading either document, the following guidance has been suggested by Manchester City Council and adopted by The Birches School

- *Generally, all staff must sign a declaration to state that they have read and understood Part One and Annexe A.*
- ***Some staff** may read only Annex A if assessed appropriate by governors.*
- ***Everyone else** - should read & understand their responsibilities as described in part one as above.*
- ***All staff with direct contact** with children should read annex B and should also have read 'Sexual Violence & Sexual Harm between children in schools & colleges' (DfE May 2018).*
- ***HTs / Principals and DSLs** should read the whole thing (DSLs should ensure annex C is included in their job description).*
- ***HTs / SLT/ Des staff and behaviour leads** should read part 5.*
- ***Proprietors** Should read part 2, part 3 esp paras 301-308, part 4 & 5.*
- ***Governors** should read part 2 as a minimum, but be aware of the responsibility for compliance in Parts 3,4,5.*
- ***Designated governor** should read the whole of the guidance.*
- *Anyone involved in **recruitment and / or SCR** (including recruiters / managers of volunteers should read part 3 + annex F.*
- *Anyone involved in **MFL / other school exchanges** should read part 3 paras 317-322 and annex E.*
- ***HR people** should read it all but concentrate on parts 3 & 4 + annex F.*
- *Anyone in **classroom based** roles, such as **ICT or network staff** should read annex D.*

References to KCSIE, to 'Working Together to Safeguard Children' and to the Ofsted Framework are to versions current in September 2021.

1. INTRODUCTION

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

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

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, point 2)

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in

education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues
All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

Other safeguarding issues all staff should be 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.

Further information about CCE including definitions and indicators is included in Annex B of KCSIE.

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 nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
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.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
Further information about CSE including definitions and indicators is included in Annex B of KCSIE.

Female Genital Mutilation (FGM)
Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex B for further details.

Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Mental Health
All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.
Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

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

Peer on peer abuse (child on child)
All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.
All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).
It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
Peer on peer abuse is most likely to include, but may not be limited to:
• bullying (including cyberbullying, prejudice-based and discriminatory bullying);
• abuse in intimate personal relationships between peers;
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
• sexual harassment,such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
• consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
• upskirting,which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

UKCIS guidance: Sharing nudes and semi-nudes advice for education settings
For further information about 'upskirting' see Annex B.
For further information about county lines see Annex B

Serious violence
All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.
All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

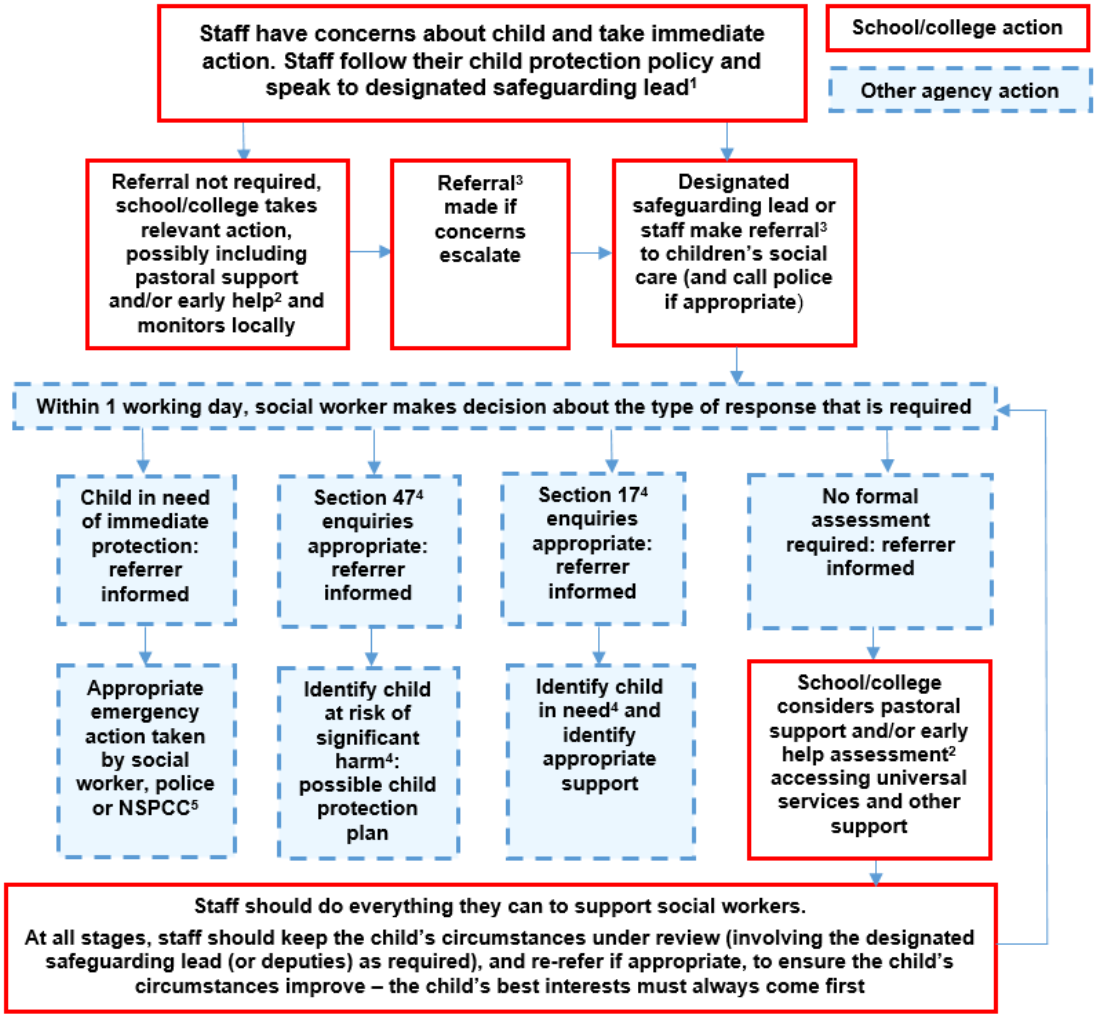
Additional information and support
Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful

for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

What school and college staff should do if they have concerns about a child
Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. If staff have any concerns about a child's welfare, they should act on them immediately. See flow chart setting out the process for staff when they have concerns about a child.

Actions where there are concerns about a child



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

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

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

See KCSIE Part 1, Part 5 & Annex B for definitions and further information about:-

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect (1.26-30)
- Channel (Annex B, p134)
- Child Abduction and Community Safety Incidents (Annex B, p124)
- Child Criminal Exploitation (1.33-35, Annex B, p125)
- Child Sexual Exploitation (1.36-39, Annex B, p125)
- Children and the Court System (Annex B, p124)
- Children Missing from Education (Annex B, p124)
- Children with Family Members in Prison (Annex B, p125)
- County Lines (Annex B, p126)
- Cybercrime (Annex B, p127)
- Domestic Abuse (Annex B, p128)
- Early Help (1.61)
- Elective Home Education (2.165-168)
- Homelessness (Annex B p130)
- Mental Health (1.41 -1.44)
- Modern Slavery and the National Referral Mechanism (Annex B, p127)
- Online Safety, including Education at Home (Annex D, p158-160)
- Peer on Peer/Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images (1.46-50, Part 5 & Annex B, p135)
- Prevent Duty (Annex B, p133, Additional support, p142, 143)
- Preventing Radicalisation (Annex B, p132)
- Serious Violence (1.51-52)
- Sexual Violence and Sexual Harassment between children in schools and colleges (Annex B, p136, additional support p144-147)
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing(1.40 & Annex B, p130, 131, 132)
- Upskirting (Annex B, p139)

We have regularly updated risk assessments, policies and procedures e.g., Critical Incident Response, Behaviour Policy and safeguarding plans in response to changes around the COVID-19 pandemic and will continue to maintain these as needed for this and any other critical incidents.

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.

We facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should 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 physical health or development;**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and**
- **taking action to enable all children to have the best outcomes.'**

(KCSIE)

Here at The Birches School, our Mission Statement is 'Working Together, Achieving Together'.

Vision ethos: Our vision is that the children of The Birches school look forward to coming in to a safe, happy and vibrant environment that excites and engages them in their own learning, the minute they come through our doors. That all staff are driven and dedicated to providing a stimulating and purposeful environment that facilitates outstanding progress and growth, that as a school we celebrate. Enabling our pupils to develop and grow, ready to contribute and find their unique place in our wider community.

The Birches Vision: To Learn, Laugh & Succeed!

Our Vision Statement

• We aspire to celebrate the strengths and respect the value and uniqueness that each child, staff member, parent and carer brings to The Birches.
• To provide a suitable, happy and secure environment in which through high expectations, all stakeholders are both supported and challenged to fulfil their own potential. Where everyone's contribution to this is recognised and valued.
• To provide strong links that safeguard positive working relationships and trust with parents and carers and encourage a real partnership between home and school, involving parents and carers in all aspects and stages of school life.

• To challenge our children to be curious, through an inspiring, broad and balanced curriculum. Encouraging children to make their own choices and decisions so they can contribute positively to both the school community and the wider society.
• To develop skills and knowledge that would support children in lifelong learning. Allowing them to develop life-skills in order to thrive and achieve, as confident individuals in the wider world.
• To promote equal opportunities, embracing and celebrating being an outstanding school at the heart of our diverse community.
• To champion an ethos of Care and Support - so that all our learners thrive and grow.

Vision ethos:
Our vision is that the children of The Birches school look forward to coming in to a safe, happy and vibrant environment that excites and engages them in their own learning, the minute they come through our doors.
That all staff are driven and dedicated to providing a stimulating and purposeful environment that facilitates outstanding progress and growth, that as a school we celebrate.
Enabling our pupils to develop and grow, ready to contribute and find their unique place in our wider community.
The Birches Vision: To Learn, Laugh & Succeed!
We respect the individual needs of everyone and seek to foster a caring and creative environment which emphasises the positive social, emotional, physical and intellectual development of all learners
• To create a truly inclusive school with shared values that serve to promote both The Birches Values and those fundamental British Values as part of SMSC, PSHE and Citizenship.
• To be a dynamic school that is ready to respond to the changing needs and expanding horizons of our times.

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' and 'Keeping Children Safe in Education September 2021' 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)

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 have a strategic leadership responsibility for our school's/college's safeguarding arrangements and **will** ensure that they comply with their duties under legislation. They **will** have regard to KCSiE 2021, ensuring policies, procedures and training in their schools/colleges 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 the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The Governing Body will ensure that:-

- A named member is identified as the designated governor for Safeguarding and receives appropriate training.
- They 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 (e.g., expressing how they feel through the zones of regulation, talking to familiar members of staff or the safeguarding team, making use of the 3 houses Early Help activity and other appropriate methods).
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school/college includes Child Protection considerations within this Policy and maintains accurate child protection records on CPOMS. School staff will attend all strategy meetings, case conferences and core groups

as needed to support the child protection process. The best interests of the child will remain the priority for our involvement.

- The school/college has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained on CPOMS.
- More than one emergency number is held on file for each pupil/student
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Our Safeguarding Governor will meet regularly with the DSL and report to Governors on safeguarding matters.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff, volunteers and contractors including overseas checks where relevant. We have a safer recruitment checklist in use and at least one member of the panel on any interview has to be safer recruitment trained. All details are recorded on our Single Central Record by our School Business Manager.
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors and these are in line with KCSIE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All staff and volunteers who have regular contact with children and young people and contractors who are in contact with children and young people receive appropriate training and information about the safeguarding processes. This is facilitated by clear safeguarding statements upon signing in on the Inventry screen as well as during induction where relevant.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures through monitoring by the Governing Body as well as local authority safeguarding audits.
- Our governors are able to challenge that online safety and online education duties are fulfilled.

2.2 OUR HEADTEACHER

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

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

Schools and colleges should work with 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)
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)

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

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers, volunteers and contractors understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested.
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- The Child Protection and Safeguarding policy is available on our website and is included in the staff handbook and volunteers' handbook.

- Child friendly information of how to raise a concern/make a disclosure has been developed through posters of the safeguarding team with prompts for having someone to talk to about concerns and is accessible to all children.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns. In times of school closure/holidays, our personal contact numbers have been provided to the local authority.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively.
- Any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. External speakers or trainers are carefully considered for their suitability beforehand and clear objectives for visits are outlined beforehand.
- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

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

The DSL, together with the school 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
- Work closely with the school's lead for mental health

- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers.
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, and follow escalation process if necessary. These will be recorded on the DSL record spreadsheet and monitored for impact.
- 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.
- Refer cases to the Channel programme where is a radicalisation concern or support other staff who have made such referrals.
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice. Currently, our weekly DSL meetings serve as an informal means of supervision in terms of peer support within the safeguarding team.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Create and maintain child protection files on CPOMS and keep them up to date.
- Keep information confidential and store securely with a separate file for each child (CPOMS)
- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues
- Share and transfer safeguarding and child protection information as appropriate.
- Always be available during school/college/setting hours during termtime, and at other times as designated by the Headteacher.

- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Understand the lasting impact that adversity and trauma can have on children and young people
- Ensure the child protection and safeguarding policy is available publicly 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. (This is on our school website and we obtain parental consent as needed when making referrals e.g. for Early Help consent is needed but for a child protection matter it may not depending on the circumstances).

Roles/responsibilities of Safeguarding Team members including staff with other key related roles including SENCO, Attendance Lead and Designated Person for Looked After Children;

Headteacher & SENCO Mr Rob O'Hara
Safeguarding Governor Ms Barbara Woolley
LAC Governor Ms Jamie Bytheway
Deputy Headteacher and DSL Ms Farzana Shah
Associate Assistant Headteacher Ms Anna Skolik-Woeczniak
Safeguarding Officer New appointee
School Nurse Ms Jemma Hindley
HLTA & Lead for Volunteers Ms Sarah Watkins
Parent Support Advisor Ms Peggy Parker
LAC Lead Teacher Ms Charlotte Barlow
Pupil Attendance Lead Ms Farzana Shah

SCHOOL/COLLEGE STAFF

2.4 ALL STAFF

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

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSiE 2021as 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, Safe & Together and the ACT model
- Attend training sessions/briefings as required to ensure that they follow relevant policies eg Behaviour Management Policy/Positive Handling Policy
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role

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

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 be made aware of the systems within the school/college which support safeguarding eg, the Behaviour Policy.

3.2 All staff must ensure that they have read and understood Keeping Children Safe in Education: Part One/Annex A and/or Annex B.

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

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

3.5 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 (KCSiE Part 2, 116)

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

3.7 All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people.

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. A child friendly version of the policy is available and safeguarding posters on display around school.

4.2 POOR ATTENDANCE

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

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 (see pupil attendance policy).

4.2.4 We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2021) 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. (MCC)

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. MCC advise that schools should only use AP that has been judged by Ofsted to be Good or better.

4.3.2. Children who require access to AP will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by us in accordance with the School Register Regulations (secondary schools only). Our DSL will work together with the DSL at the AP to ensure 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 (October 2019, updated 2021).

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

4.4.3 We will work with the Weapon Carrying in Schools and Colleges guidance to assist in decision making around exclusion and other responses to carrying or using weapons in school.

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

4.5 VULNERABLE GROUPS

4.5.1 We ensure that all key staff work together to safeguard vulnerable children. We do this via CPOMS and our weekly DSL meetings as well as close communication with staff involved.

4.5.4 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

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 or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in managing or reporting these challenges.
  (KCSIE, Part 2, 185)

4.5.5 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 and clear referral and accountability systems. (KCSIE, Part 2, 169-175)

4.5.4. 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.

4.5.5. 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.

4.6 PEER ON PEER/CHILD ON CHILD ABUSE

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

4.6.2 Appendix A clearly outlines our procedures and approach to this issue and are summarised below

- The procedures to minimize the risk of peer on peer abuse
- The systems in place for children to confidently report abuse, knowing their concerns will be taken seriously
- How allegations of peer on peer abuse will be recorded, investigated and dealt with
- Processes as to how victims, perpetrators and any other children affected by peer on peer abuse will be supported
- Recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being 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 peer on peer abuse is unacceptable and will be taken seriously
- The different forms peer on peer abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2021

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, ideally, co-ordinate a meeting between ourselves, Manchester Elective Home Education Team and other key professionals to ensure 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 Child abduction and community safety incidents

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe**.** (This is done through PSED)

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.

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

5.1 KEEPING RECORDS

We use SIMS and CPOMS as our record keeping systems.

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 possible. We keep a copy of the file in accordance with our Records Policy (See Appendix E) and statutory and LA Guidance (See Appendices A, B & D).

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 (Appendix A). If a concern arises all staff, volunteers and visitors must:

- Speak to the DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system CPOMS.

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** eg 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 (KCSiE Part 2, 70)

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 keeoing 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 110)

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.

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

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

5.6.2 We will discuss and share reports with the parents/carers before the conference.

5.6.3 All relevant staff will be confident in using the tools which are part of the Signs of Safety approach

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

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

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

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

6. THE CURRICULUM

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

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

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

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

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, Peer on Peer/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/setting/college 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.

6.6 Children are encouraged to contribute to the development of policies e.g. through the work of the school council and through pupil voice in EHCPs.

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 2 119-122)

7 . ONLINE-SAFETY

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/college approach empowers us to protect and educate pupils/students 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/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.

7.2 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.(Conduct, Content, Contact, Commercialism).

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

7.4 Children are not permitted to bring personal mobile phones and smart technology to school.

7.4 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. This is monitored by the e-safety lead working with our ICT technician.

7.5 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.

7.5 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.

7.7 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.

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

7.9 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. We have information about this on our school website.

7.10 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families (as in our Remote education Policy).

7.11 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, 132-135)

8. SAFER RECRUITMENT & SELECTION OF STAFF

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

8.2 Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school/college. These measures are outlined below and expanded in our policies

- 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 to welfare of children

- Our job adverts will make clear that safeguarding checks will be undertaken

- 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/college 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 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 acknowledge to 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 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.

8.4 The school maintains a single central record of all recruitment checks updated and monitored at least termly

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

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

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

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

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

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 jeopardizing any future police investigation

9.4 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'

9.5 The harms threshold indicates 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 conclusion

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/college

- 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 A low level concern is not insignificant – it does not meet the harm threshold

9.10 Low level concerns are reported to the headteacher/principal and may also be self-referred

9.11 Our Managing Allegations 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 (see Whistleblowing Policy).

9.14 Historic allegations will be referred to the police.

10.SAFETY ON & OFF SITE

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

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

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

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

10.7 When the school/college is let, if services or activities re provided by the governing body or proprietor, under the direct supervision or management of school/college staff, the school/college arrangements for child protection will apply.

10.8 When the school/college is let and services or activities are provided by another body, the school/college governing body or proprietor should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school/college on these matters where appropriate.

10.9 Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school/college premises – failure to comply with this will lead to termination of the agreement.

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

10.11 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.

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

10.13 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place

both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy of High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.

10.14 We have a Health & Safety policy eg for contacting parents and for reporting to the emergency services, including police and hospitals.

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

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, p134)

APPENDICES

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

A. Legislation, Statutory Guidance & Ofsted Framework

- **Definitions of Abuse & Neglect from 'Working Together to Safeguard Children' (updated 2021)**

Indicators of abuse and neglect
Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact,

including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues
All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

Other safeguarding issues all staff should be 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.

Further information about CCE including definitions and indicators is included in Annex B of KCSIE.

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 nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

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.

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

Further information about CSE including definitions and indicators is included in Annex B of KCSIE.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex B for further details.

Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Mental Health
All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, and education.
Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

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

Peer on peer abuse (child on child)
All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

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

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

Peer on peer abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying);

• abuse in intimate personal relationships between peers;

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

• sexual harassment,such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

• consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);

• upskirting,which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school’s or college’s policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

UKCIS guidance: Sharing nudes and semi-nudes advice for education settings

For further information about ‘upskirting’ see Annex B.

For further information about county lines see Annex B

Serious violence

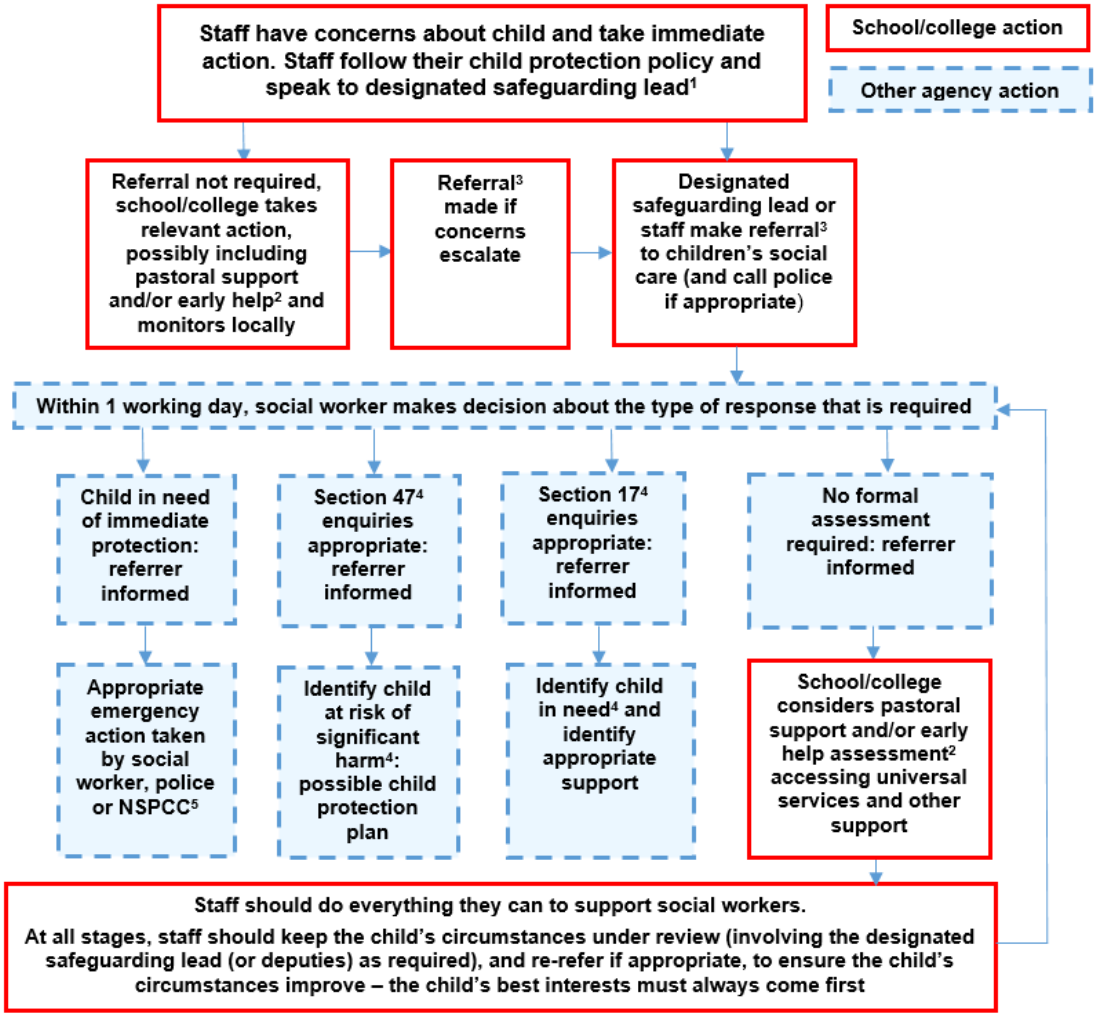
All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.
All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Additional information and support
Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

What school and college staff should do if they have concerns about a child
Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
If staff have any concerns about a child's welfare, they should act on them immediately. See flow chart setting out the process for staff when they have concerns about a child.

Actions where there are concerns about a child



Responding to reports of sexual violence/harassment

It is crucial that school leaders are confident in responding to any reports of sexual violence or harassment.

Text from sexual violence and sexual harassment between children in schools:

There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally

• In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help

or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

• Whatever the school's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
• All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2. Early help

• In line with 1 above, the school or college may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
• Full details of the early help process are in Chapter one of Working Together to Safeguard Children.
• Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.
• Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
• All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children's social care

• Where a child has been harmed, is at risk of harm, or is in immediate danger, School will make a referral to local children's social care.
• At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
• If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
• Where statutory assessments are appropriate, the school or college (especially

the designated safeguarding lead or a deputy) should be working alongside, and
cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the
victim and, where appropriate, the alleged perpetrator and any other children that
require support.

• Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children
in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. Consideration of safeguarding the victim, alleged perpetrator, any
other children directly involved in the safeguarding report and all children at the school or college should be immediate.

• In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if
they believe the child remains in immediate danger or at risk of harm. If a statutory
assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support
and pastoral support.

• Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

• All concerns, discussions, decisions and reasons for decisions should be recorded
(written or electronic).

4. Reporting to the Police

• Any report to the police will generally be in parallel with a referral to children's social care (as above).

• It is important that the designated safeguarding lead (and their deputies) are clear
about the local process for referrals and follow that process.

• Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of
reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

• At this stage, schools and colleges will generally inform parents or carers unless
there are compelling reasons not to, for example, if informing a parent or carer is
likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is
supporting the child in any decision they take. This should be with the support of
children's social care and any appropriate specialist agencies.
• Where a report has been made to the police, the school or college should consult
the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
• All police forces in England have specialist units that investigate child abuse. The
names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of
their local arrangements.
• In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the
school or college continue to engage with specialist support for the victim as required.
• Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
• All concerns, discussions, decisions and reasons for decisions should be recorded
(written or electronic).

After recent government action to tackle the issues raised by testimonies given on the Everyone's Invited website, NSPCC has been commissioned to run the helpline which we will publicise in school and on our website – 0800 136 663. This number is for children and young people who are victims of sexual abuse, adult victims, parents and carers of victims and professionals working with children and young people. It is to report or share incidents which have happened both in and outside of educational settings.

Guidance documents/appendices for information related to peer on peer abuse

Keeping Children Safe In Education September 2021
Sexual violence and sexual harassment between children in schools and colleges September 2021
Governors Handbook October 2020

- **'Keeping Children Safe in Education', Part 1, to be read by all staff & volunteers and Annexe A by all staff working with children**

+ links to the following:-

- Keeping Children Safe in Education', in full – latest update, currently September 2021
- 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
- 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
- Disqualification under the Childcare Act 2006 updated 31st August 2018

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

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

Help & Support Manchester Website:-

- Early Help Strategy, Guidance, Assessments & Referrals
- Signs of Safety Strategy, Guidance & Resources

National Police Chiefs' Guidance

D. Links to Other Relevant School/EY Setting/College Polices/Procedures

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-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

E. Links to Other Relevant 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

UKIS Governors' Guidance for Online Safety

F. Abbreviations

• CiN	Child in Need
• CP	Child Protection
• CSC	Children's Social Care
• DSL	Designated Safeguarding Lead
• 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
• SOS	Signs of Safety

Covid-19 – School Arrangements, March 2020 (updated September 2020, March 2021, August 2021, December 2021)

Appendix G(i)
COVID-19 School Closure Arrangements for Safeguarding and Child Protection from January 6th 2021

School Name: The Birches
Policy owner: Farzana Shah
Date: January 2021, names updated August 2021 and December 2021 for relevant staff involvement

1. Context

To support public health efforts to arrest the rising cases of Covid-19 (Coronavirus), on 4th January 2020, The Prime Minister announced a new national lockdown for England, with people instructed to "stay at home" as they did during the first lockdown in March 2020.

All primary schools, secondary schools and colleges were instructed to move to online learning and remain open for vulnerable children and critical workers. As there has been fluidity in government guidance including regarding eligibility criteria, the following arrangements may be subject to change and will be updated accordingly. Local Authority guidance prioritises vulnerable children attendance where staff availability limits the number of places in school. Therefore we will prioritise places for children of parents who are front line Health and Care workers followed by other critical roles as defined.

This appendix summarises our individual safeguarding arrangements in response

2. Key contacts

These remain as in the School's Safeguarding Policy

Role	Name	Contact number	Email
Designated Safeguarding Lead	Farzana Shah	0161 448 8895	fshah@thebirchesschool.org
Deputy Designated Safeguarding Leads	Anna Skolik-Wieczniak	0161 448 8895	Also New appointee and Sarah Watkins.
Headteacher	Rob O'Hara	0161 448 8895	head@thebirchesschool.org
Trust Safeguarding Manager	N/A		
Chair of Governors	Barbara Woolley	0161 448 8895	ewoolley@btinternet.com
Safeguarding Governor / Trustee	Barbara Woolley	0161 448 8895	ewoolley@btinternet.com
Others, if applicable			

3. Vulnerable Children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
    - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
    - adopted children or children on a special guardianship order
    - those at risk of becoming NEET ('not in employment, education or training')
    - those living in temporary accommodation
    - those who are young carers
    - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
    - care leavers
    - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

We will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School head for looked-after and previously looked-after children.

We will encourage all vulnerable children to attend school and there is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, we will liaise with the social worker and explore the reasons for this directly with the parent.

Where the parents/carer continue to not want their child to attend school a leave of absence letter will be sent to enable the headteacher/principal to authorise the absence. This is particularly important for children with EHCPs as if they are not in school, the provisions in their plan may not be being met. Template letter at end of document.

Where parents are concerned about the risk of the child contracting COVID19, we or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

4. Critical workers

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in further sections of guidance https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision

As stated in the opening context for this appendix, Local Authority guidance prioritises vulnerable children attendance where staff availability limits the number of places in school. Therefore, we will prioritise places for children of parents who are front line Health and Care workers followed by other critical roles as defined.

5. Attendance Monitoring

In mainstream schools, all pupils who are not expected to be in school, should be recorded as 'code X'.

Children for whom on-site provision is being provided should be recorded in line with the normal school attendance requirements.

Children invited to school but not attending – leave of absence form to be completed to gain authorised absence coding

Shielding advice is currently in place, all children deemed clinically extremely vulnerable are advised not to attend school.

Phone calls home will be made when children expected to attend do not arrive at school.

To support the above, we will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker, if allocated.

6. Designated Safeguarding Lead

The optimal scenario is to have our trained DSL available on site. Where this is not possible, they or trained deputy will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS (or equivalent) and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

To access virtual ICPC/RCPC from Manchester Safeguarding and Improvement Unit, a report will be sent to qualityassurance@manchester.gov.uk with the phone number of the person attending the conference. Core groups and Child in Need meetings will also be attended virtually. Strategy meetings will be attended as requested.

7. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS or equivalent), which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS (or equivalent) from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors.

The headteacher/Chair of Governors should follow the usual practice, contact the LADO and make a referral if the concern meets the threshold.

8. Safeguarding Training and induction

All school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2021). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers are working with us, they will continue to be provided with a safeguarding induction and all relevant information.

9. DSL Training

Updated or refresher training will take place as required. DSL Training provided by the local authority is taking place virtually and can be booked through Eventbrite – search Safeguarding in Education.

10. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021) (KCSIE).

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where we are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral'.

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we will continue to keep the single central record (SCR) up to date as outlined in KCSIE (Sept 2021).

11. Online safety in schools and colleges

We will continue to provide a safe environment, including online. This includes the use of an online filtering/monitoring system.

Where students are using computers in school, appropriate supervision will be in place.

12. Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school's code of conduct.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things we consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only (except with explicit permission from parents)
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

An Acceptable User Policy will be agreed by school and parents/carers with regard to sending and receiving of lessons, which includes the statement that lessons will not be recorded at home or stills captured from the lessons. Lessons must not be re-broadcast by parents/carers including to social media platforms.

13. Supporting children not in school

We are committed to ensuring the safety and wellbeing of all our children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child and that their key adult's contact details are shared (including the name of a substitute adult if the key worked becomes unavailable).

Details of this plan must be recorded on CPOMS (or equivalent), as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

We and our DSL Team will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least weekly) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

We recognise that school is a protective factor for children, and the current circumstances, can affect the mental health of pupils and their parents/carers. Our staff need to be aware of this in setting expectations of pupils' work where they are at home.

14. Home visits

Home visits may be required when no contact can be established for a particular pupil or family or where there are deep concerns.

The necessity for these home visits will be established by the DSL/leadership by through monitoring the vulnerable pupils calls, CPOMS and non-engagement.

The DSL or person conducting the visit will carry a work identification badge/lanyard and letter of authorisation to validate essential travel. This letter should be carried for colleagues to produce if they are stopped by police etc, enforcing travel control.

Leaders will continue to dynamically risk assess any home visit and concerns will be raised if issues arise around the safety of staff making the visit.

15. Supporting children in school

We are committed to ensuring the safety and wellbeing of all its students.

We will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

We will refer to the Government and LA guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

We will ensure appropriate numbers of First Aiders/staff with Paediatric First Aid training are available across or premises.

We avail ourselves of the Healthy Schools/RHSE offer and Covid recovery packs, resources and curriculum to ensure the health and well being of our pupils/students. We have considered the wellbeing for education training offered by healthy schools as part of covid recovery planning.

Where we have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the LA.

16. Peer on Peer Abuse

We recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims**.**

Where we receive a report of peer on peer abuse, we will follow the principles as set out in KCSIE 2021 and of those outlined within of the Child Protection Policy.

We will listen and work with the child, parents/carers and any multi-agency partner required to ensure the safety and security of that child.

Concerns and actions will be recorded on CPOMS (or equivalent) and appropriate referrals made.

17. Advice, Guidance & Support from the LA

Our headteacher shares all LA updates with relevant staff and all staff are aware of how to access support from our SSQA, the Safeguarding in Education Team, Virtual School and One Education as advised through the daily circulars.

To understand the safeguarding needs and challenges faced by schools, the local authority may request information from settings, including, for example, the numbers of children from different cohorts identified above who are attending school. We will respond to all reasonable requests as required.

APPLICATION FOR LEAVE OF SCHOOL ABSENCE

DURING A PERIOD OF RESTRICTED OPENING DUE TO COVID-19 AND FOLLOWING PHE (PUBLIC HEALTH ENGLAND) AND/OR THE DEPARTMENT OF HEALTH AND SOCIAL CARE (DHSC) ADVICE

Important Information for Parents/Carers

- During the period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the
  children of critical workers only
- Parent(s)/carer(s) of vulnerable children who have been invited to attend school are able to request permission for their child not attend.
- Requests for Leave of School Absence should be made, one for each child, by the child's parent(s)/carer(s).
- Parents should specify the measures they will take to minimise the impact of the absence.

- It is expected that parents do not take their child on holiday during this time.
- No parent will be penalised for following official public health advice for their child not to attend a given session.

I wish to apply for Leave of Absence from school to be granted to:

Name of Child: Year:
First Date of Proposed Absence: Date of Birth:

(For brothers/sisters at other schools) I have also applied to
…….School/Academy for leave of absence for
……
…….
……..

Reason for Proposed Absence – please provide reasons to support the application including evidence

……
……
……..
……
……Please say how you will ensure your child accesses the remote education provided by school
.....
.....
.....
.....

For children with an education, health and care plan (EHCP):
I understand that it may not be possible for all the provisions in the EHCP to be delivered if my child takes a leave of absence.
Yes / No

Signature of Parent/Carer: ……...Print Name:
……..
Date:…….

Please return to: (INSERT DETAILS)
.....
.....
.....

Policy Information and Review

Review frequency: annually

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

Date	Version	Changes made	By whom (name and role)	Due date for next review	Reviewed & Ratified by Govs. (sign and date)
June 2018	4	Change of name of policy from Safeguarding Policy to Child Protection and Safeguarding Policy	Helen McLoughlin AHT	June 2019	
July 2018		***06/07/18 The Policy Ratification Committee has met and requested that all current statutory policies are ratified for one year only whilst an appropriate cycle of ratification is implemented.*** ***Policies will then be approved for their full length of term either through the Full Governing Body or one of the committees following an agreed plan of ratification.***			
October 2018	4	Dates changed for ratification purposes – policy is the same just the dates altered	F Shah DHT	October 2019	
October 2019	5	Policy updated to reflect KCSIE Part 1 2019 version, pages 11-16 updated with complaints procedure and NSPCC details, child practice reviews, sexting, sexual violence, faith abuse, Fabricated or Induced Illness, child criminal exploitation, so called honour based violence, upskirting and Manchester Safeguarding Children Board changed to Manchester Safeguarding Partnership throughout. 25/10/19 Page 15 for FII, reference to Munchausen's By	F Shah DHT	October 2020	

		Proxy removed and replaced with 'Perplexing Presentations'.			
July 2020	6	New policy, due to COVID-19 pandemic updates and new version of KCSIE for September 2020, based on model provided by Manchester City Council. Links to COVID-19 appendix which was in place from March 2020.	F Shah DHT	July 2021	
2 March 2021	7	Policy checked and reviewed, appendix G COVID addendum updated.	F Shah DHT	March 2022	
18 March 2021	8	At the request of Governors, change of Safeguarding Governor from Walid Omara to Barbara Woolley + section 4.4 Page 12 Exclusions – reference to LA Inclusion Policy replaced with Manchester Inclusion Strategy.	F Shah DHT	March 2022	
20 April 2021	9	As noted on MCC school's hub; Safe recruitment section, removal of 8.3 + Appendix A added to list of key documents 'Disqualification under the Childcare Act 2006 updated 31st August 2018'. Also updated peer on peer abuse information added in Appendix A in definitions of abuse section.	F Shah DHT	March 2022	
29 August 2021	10	Names updated to remove Annie Williams and Angela Lucy replaced by Anna Skolik-Wieczniak and Nicola Cronin. KCSIE and sexual violence and sexual harassment documents - most recent versions of September 2021 for both replace previous versions.	F Shah DHT	March 2022	

15 December 2021	11	Manchester City Council model policy dated Sept 2021 used to check all updates and amendments – this model used as the basis for new version 11.	F Shah DHT	March 2022	
21 March 2022	12	Safeguarding officer Nicola Cronin has now left the school and we are awaiting the start date of our new senior safeguarding officer (Ms Claire Whitehead) so this has been noted in the policy. Anticipated start date is April 2022.	F Shah DHT	March 2023	