



**Manchester City Council (MCC)
Model Policy
For Schools/EY Settings/Colleges**

on

Safeguarding & Child Protection

Date: Updated September 2020

SAFEGUARDING POLICY

NORTH RIDGE HIGH SPECIALIST SUPPORT SCHOOL		
The Head teacher has the ultimate responsibility for safeguarding in North Ridge High Specialist Support School		
In their absence, the authorised member of staff is Gill Foord Deputy Head Teacher		
KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
Bernice Kostick	Head teacher	0161 507 9700
Gill Foord	Deputy head teacher	0161 507 9700
Elaine Redpath	Head of 6th Form	0161 507 9700
Danielle Lord	TA4	0161 507 9700
Ruth Jones	Family Support worker	0161 507 9700
Shauna Thornton	Deputy head/lead for attendance	0161 507 9700
Chloe Flanagan	Lead for LAC pupils	0161 507 9700

NAMED GOVERNOR for Safeguarding & Prevent	Contact Phone Number/Email
Mr Gary Whitely- Chair of Governors	<i>As above</i>

Our procedure if there is a concern about child welfare or safeguarding is:-
 The concern is recorded on our secure system (CPOMS)
 The concern is assessed by a designated member of staff dealt with internally if appropriate
 Or referral made where necessary to the relevant agencies.
 Throughout each stage families and the pupil will be supported by the North Ridge team. We work in a multiagency way with:

- CAMHS,
- School Health team
- Our school Occupational Therapist
- Disabled Children's team
- For our older students the Transition team
- Multi agency meetings

- Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977

For more serious safeguarding concern where pupils and their families may need a higher level of support:

- 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;

- If the allegation is not about family members we contact the parent/ carer to inform them.
- We may contact the MASH team or Early Help hub for advice
- We complete a written referral to the MASH team.
- Quite a number of our pupils already have involvement from the Disabled Children's team and in this instance we would contact with child's social worker.

If the concern is about a professional in school we refer this to our Personnel support team and 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:-

- The concern should go directly to the Head teacher or the deputy head teacher in her absence
- If the concern relates to the Head teacher the matter should be raised with the Chair of Governors.
- In the event both the Head teacher and the Chair of Governors are the subject of the concern, the complaint must be made in writing to the HR Director, One Education.
- Any concerns should be expressed in writing, setting out the following information:
 - Who the allegations are against;
 - The background;
 - Full details on the nature of the alleged wrong doing and why the member of staff is particularly concerned about the allegation;
 - Details of any evidence in support of the allegation;
 - Name and contact details (unless they wish to remain anonymous); and
- Reasons why the concern should be taken forward.

- If an employee does not feel able to put the concern in writing initially, he or she should be allowed to telephone or meet the Head teacher or a member of the Senior Leadership Team who will make a note of the concern and will explain the next steps
 - in the process.
- NSPCC Whistleblowing Helpline: 0800 028 0285

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

Review Date	Changes made	By whom
September 2018	Policy created	B.KOSTICK
September 2019	Policy reviewed	B KOSTICK
March 2020	Policy reviewed	G Foord
April 2021	Policy reviewed	G Foord

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2018/19	17/06/2019	Gary Whiteley
2019/2020	13/10/2020	Gary Whiteley
2020/2021	04/05/2021	Gary Whiteley

CONTENTS:-

- 1. Introduction**
- 2. Roles & Responsibilities**
- 3. Training & Awareness Raising**
- 4. Safeguarding/Child Protection Policy & Procedures**
- 5. Case Management, Record Keeping & Multi-agency Working**
- 6. The Curriculum**
- 7. E-Safety**
- 8. Safe Recruitment**
- 9. Managing Allegations**
- 10. Safety On & Off-Site**

APPENDICES:-

Part 1 & Annex A of 'Keeping Children Safe in Education (KCSIE), September 2020 - statutory guidance to be read by all 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 Policies/Procedures**
- E. Other Relevant Education Department Policies/Guidance**
- F. Abbreviations**
- G. COVID 19 – School Arrangements, March 2020 and Updates**

1. INTRODUCTION

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

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

Our approach is child-centred.

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

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

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect (1.19 – 1.26)
- Channel (Annex A, p90)
- Child Criminal Exploitation (1.28, Annex A, p83)
- Child Sexual Exploitation (1.28, Annex A, p84)
- Children and the Court System (Annex A, p83)
- Children Missing Education (Annex A, p83)
- Children with Family Members in Prison (Annex A, p83)
- County Lines (Annex A, p85)
- Domestic Abuse (Annex A, p85)
- Early Help (1.18)
- Homelessness (Annex A p86)
- Mental Health (1.34 -1.38)
- Online Safety, including Education at Home (Annex C, p102-104)
- Peer on Peer/Child on Child Abuse – including sexual harassment, upskirting & sexting (1.29, Part 5 & Annex A, p91)
- Prevent Duty (Annex A, p90)
- Preventing Radicalisation (Annex A, p89)

- Serious Violence (1.31)
- Sexual Violence and Sexual Harassment between children in schools and colleges (Annex A, p92)
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing(1.33 & Annex A, p87-89)
- Upskirting (Annex A, p94)

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

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

- **protecting children from maltreatment;**
- **preventing impairment of children's mental health or development;**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and**
- **taking action to enable all children to have the best outcomes.'**

(KCSIE, p 5)

Our school ethos

Each member of our school community is recognised for their individual personality strengths and areas for development.. Our school logo is "Do your best". We believe that each one of us can contribute to our school community by always doing our best yet not necessarily having to be the best! We are very proud that staff and pupils always work hard and strive to achieve. There is a very strong approach to team work by staff and pupils. All hard work and achievements however small or great are recognised through awards, certificates. This is done on a weekly basis to maintain the motivation of all our staff and pupils.

We value the opinions of all members of our community. Our pupils are encouraged to express their thoughts and views and challenge ideas. Parents are welcome in school and their views are also requested on a regular basis. Our parents group meets on a regular basis. We are a UNICEF Rights Respecting Gold Award School

- 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 2020' 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 (Appendices D & F)

- 1.4 Our policy complements and supports other relevant school policies (Appendix E).
- 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, including Covid-19.

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR HEADTEACHER

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

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

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

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the online tool to the LA as requested
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.

- A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through a team approach using words, pictures and symbols and is accessible to all children through work in tutor time, PSHCE, one to one support. All staff are trained in Restorative approaches and P4C (Ask it). We have worked with our school council to develop child friendly policies for Anti Bullying and safeguarding. These are displayed prominently in school.
- 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. We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. We do this through our CPOMS system analyzing our data, weekly welfare & SLT meetings with our team to ensure all our families are supported and termly multi agency meetings
During the school holiday we will always have a DSL available.
- 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. We hold half termly whole staff meetings focused on safeguarding, all staff receive on line training, each team and department hold weekly meetings, staff have line managers responsible for building positive working relationships and there are notices displayed around school reminding staff of safe practices. All staff and supply staff receive induction training. Visitors are briefed prior to visiting and receive a visitors' guide
- 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. We ask all visitors who contribute to school activities to read, agree and sign our Policy on the use of external educational visitor/contributors. Key staff are always present during any session involving visitors to school.

Approaches to educating our pupils and their families:

- As part of our curriculum including PSHCE and Citizenship lessons we cover British values, E safety , rights and responsibilities as well as the importance of valuing and respecting each other regardless of culture, religion or nationality.
- Targeted work with small groups of pupils who we feel may be more vulnerable/ at risk of exploitation
- P4 C discussions within PSHCE lessons.
- We offer Parent workshops on E safety, behaviour management and generally keeping children safe.

We will take the following action if we have cause for concern:

- The 'Single Point Of Contact' at North Ridge is the Head Teacher Bernice Kostick and in her absence the Deputy Head Teacher Gill Foord
- Staff at North Ridge will be vigilant in recognising the possible signs of any safeguarding concerns for example radicalisation, child sexual exploitation
- Pupils will be identified for either individual or small group intervention work
- Families will be invited in to discuss school concerns.
- If school staff continue to be concerned we will directly refer to the Contact centre or Early help hub.
- If there is an imminent concern of danger then the Head Teacher will contact the police.
- If school staff are made aware of the pupil making a journey to a country where there is a war zone then school staff will arrange to meet with the family to check information and could request to see the travel documentation.
- If school staff become aware that the pupil is planning to travel without their family then this will be raised with the family to ensure the pupil is kept safe.

Training for staff:

- Staff awareness will be raised around the issues of radicalisation at the termly safeguarding staff meeting
- Staff awareness of radicalisation is addressed in their online safeguarding training programme
- The head Teacher has attended training and briefing sessions on policy and practice in school.

Several staff have attended the training on holding difficult conversations

2.2 OUR GOVERNING BODY

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

We will ensure that:-

- All policies, procedures and training in our school are effective, taking account of LA and DFE guidance and comply with the law at all times
- A named member is identified as the designated governor for Safeguarding and receives appropriate training.
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. He will visit school termly and report to the full Governing Body after each visit.
- 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 do this through regular staff meetings and also in departmental meetings.
- We operate safe recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers including overseas checks where relevant. This is reviewed by the senior leadership team, together with the Governor/s involved in the recruitment. The policies around safer recruitment are reviewed in consultation with our HR provider and those involved with recruitment complete on line training every 2 years.
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers and volunteers and these are in line with KCSIE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the safeguarding processes. Induction training, termly briefings from the school safeguarding team- including lessons learnt, online training and occasional external courses or visitors.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. Describe arrangements
- Our governors are able to challenge that online safety and online education duties are fulfilled.

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 team will:

- Act as the first point of contact with regards to all safeguarding matters.
- Work closely with the school's lead for mental health
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers. Induction for new staff and volunteers, act on staff feedback and evaluations, review practice identifying areas of training required.
- 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. This is monitored through weekly SLT & welfare meetings, actions recorded on CPOMS and followed up by the key member of the team
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice. All DSL receive half termly group and individual supervision provided by OneEducation.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Help promote educational outcomes for vulnerable children, including those with a social worker, in conjunction with other appropriate colleagues
- Always be available during school hours during term time, and at other times as designated by the Headteacher. During holidays the Head Teacher or Deputy Head Teacher are available to deal with safeguarding concerns.

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
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help, Signs of Safety and Safe & Together
- Attend training sessions/briefings as required to ensure that they follow relevant policies eg Behaviour Management Policy/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.
- 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 and be made aware of the systems within the school/college which support safeguarding eg, the Behaviour Policy. This is delivered through face to face training and online training (Educare). There is a safeguarding discussion with all supply staff and they are given an information booklet that includes safeguarding information about procedures at North Ridge.

All staff must ensure that they have read and understood 'Keeping Children Safe in Education: Part One' and all staff working directly with children should also read Annex A. This is sent to all new staff during their induction and to all staff annually. Staff sign (written or electronically) to say they have read this and a record is kept.

- 3.2 All staff will receive regular child protection training annually which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes. All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child. Termly meetings, training evaluation, monitoring of records.
- 3.3 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). Staff have attended training provided by MHFA England- Youth Mental Health Awareness
- 3.4 All staff members will receive regular safeguarding and child protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively. Termly staff meetings cover this information. All policies, resources are saved in the staff area of the server and are accessible for all staff. We share MSP 7 minute briefings each week through our briefings.
- 3.5 All staff attend 12 hour Team Teach training and 6 hour refresher training every 2 years
- 3.6 All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years.

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. Pupils complete written pupil voice records twice a year. We hold a staff, pupils' parent annual consultation in the form of a tea party with a questionnaire and open discussion, and we have a school council and complete an annual audit of pupils' knowledge and understanding of key safe guarding messages. Pupils are supported to complete safeguarding voice booklets for

their CIN meetings or Case conferences. Voice booklets are also completed for each PEP review. Pupils subject to a CP plan are supported regularly to record their voice for core group meetings.

We have worked with our school council to develop child friendly policies which are displayed in school and on our website.

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. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract. We have a robust Attendance management policy and procedures.

4.3 ALTERNATIVE PROVISION (AP)

We do not use any alternative provision

4.4 EXCLUSIONS

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

4.4.2. As a school we only action fixed term exclusions as a last resort where physical safety of the pupils, pupils or staff is a concern. If this is the case then we will exclude for the minimum length of time to allow safety measures to be considered and risk assessments updated. The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.

4.4.3. Where it is felt that a child or young person is likely to be permanently

excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved

4.5 VULNERABLE GROUPS

4.5.1 We ensure that all key staff work together to safeguard vulnerable children. We hold weekly welfare meeting, there are weekly team meetings, all information is recorded on CPOMS and key staff alerted to these concerns. All pupils at North Ridge are vulnerable due to their SEN.

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

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

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

these barriers. Pupils at the school have care plans, risk assessments, positive handling plans and manual handling plans. Some pupils require additional equipment for positioning or access to the curriculum. This is assessed and purchased for them by school and maintained for use in school. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:-

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

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

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.

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

5.1 KEEPING RECORDS

At North Ridge all confidential safeguarding records are stored on CPOMS and only accessible to designated staff. All staff take responsibility for recording information on to CPOMS. It is the responsibility of the lead staff to take any necessary action.

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

and up to date contact details for adults who have day to day care of the child.

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

5.1.3 We keep our safeguarding records secure.

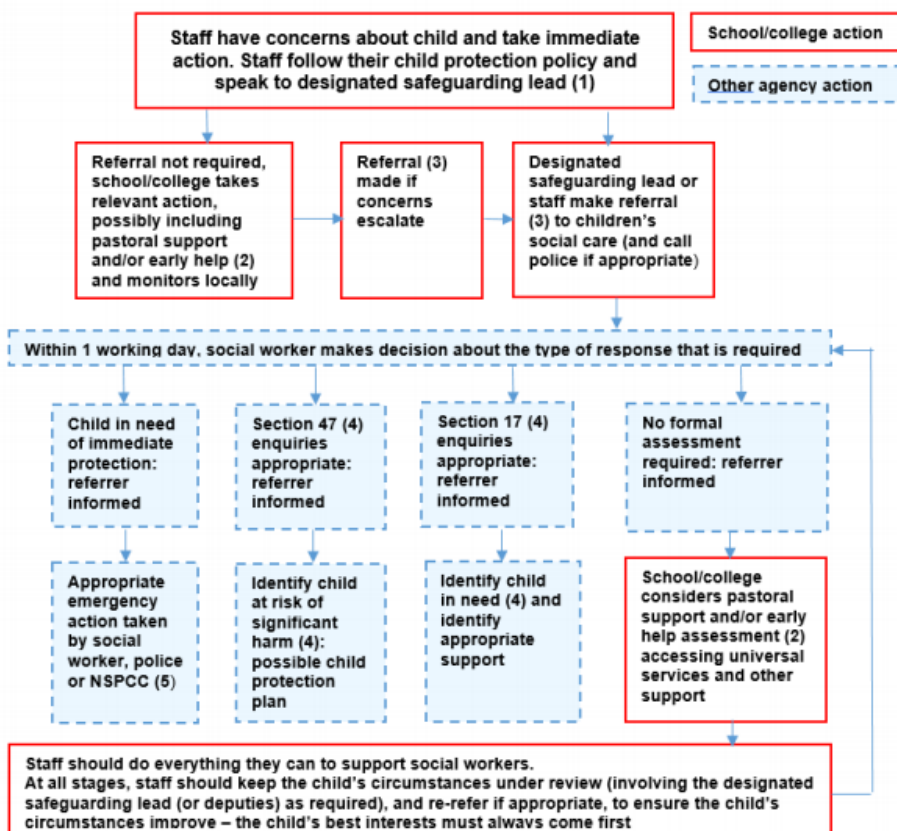
5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as we are informed of the new school. We keep a copy of the file in accordance with our Records Policy (See Appendix E) and statutory and LA Guidance (See Appendices 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

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

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 hold termly multiagency meetings with Health, CAMHS and Social Care to ensure strong monitoring and reviewing of cases and to have timely responses to when our pupils need additional support.
 -
- 5.4.4. We will regularly review any children where we have concerns, make relevant referrals and escalate if further actions are necessary, as detailed in KCSIE. We will follow LA and MSP procedures if there is a need to re-refer or escalate any concerns.

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 comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information lawfully and keep it safe and secure, with appropriate retention schedules. We keep a record of all visitors to school for the purpose of Track and Trace. This is inline with our GDPR policy. [GDPR policy](#)

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. Head teacher or Deputy will attend meetings held in school holidays where it is agreed that it is necessary.
- 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 The MSP will always undertake a child practice review or serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the SCR is to:

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

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 Personal Social and Health Education (PSHE), Relationship and Sex Education (RSE), Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues. There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.
We have updated our RSE to reflect the statutory changes. We follow the Manchester RE syllabus.
- 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. This is covered through PHSE lessons and interventions. There are posters around school with photographs of key staff. We have displays of pupil friendly policies and NSPCC PANTS rule.
- 6.6 Children are encouraged to contribute to the development of policies. We have worked with our school council to develop pupil friendly

policies. These are written and in picture/symbol format. We have displayed these in school in prominent places.

7 . ONLINE-SAFETY

- 7.1 Online safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- 7.2 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 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. We currently use Smoothwall and receive daily alerts. We review each alert and respond accordingly
- 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.
- 7.6 We will ensure that children do not misuse their devices whilst in school. This is taught in lessons and in interventions. When we are made aware of any issues we discuss this with pupil and their parent/carer.
- 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. **This policy must be fully implemented by all staff**
- 7.8 We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website. (Action for our school is to work towards 360 Accreditation, as recommended by the LA Audit Team.)
- 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 an area on our website. We have a parent Online Safety booklet that is available on our website with other useful resources. We also share this at parent's evenings. We deliver online safety training during our parents and carer sessions.

We offer parental support through our 'parents group' and offer individual support when needed. We use a multi-agency approach as required.

- 7.10 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. Our policies for providing home learning have been shared with parents and staff and are available on our website.

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) [Safer Recruitment Policy](#)

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

- 8.3 All relevant staff are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. This is provided through the recruitment process and in our staff handbook

- 8.4 The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate. We will request to see evidence of a relevant DBS and keep a record of this.

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

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

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

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

9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- 9.1 We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff and volunteers, including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk). The information is given to the head teacher (unless it is about the head teacher). Information is recorded in writing. The Head Teacher will contact the LA designated lead and the school's HR advisory service. Decisions regarding suspension/ remaining in school will be made based on the KCSIE guidance and following a full risk assessment. As the case is progressed the risk assessment will be reviewed and updated. This will continue until the investigations and any outcomes are implemented and the case is closed.
- 9.2 All allegations made against a member of staff, including supply staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 9.3 Allegations will be referred to the LADO for investigation if they meet the threshold. (KCSIE). We will work with the LADO and other relevant agencies to support any investigations.
- 9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. [\(Whistle blowing policy\)](#)
- 9.5 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. We ask all visitors to provide details to support Track and Trace when they sign in on our Inventory system. [External Visitors Policy](#)
- 10.4 We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of

supervision depending on the circumstances. We will always check the identities of contractors and their staff on arrival.

- 10.5 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. ([Lettings Policy](#))
- 10.6 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. We check the purpose of use of any organisation and only let to those organisations we currently work with.
- 10.7 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- 10.8 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.9 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.
- 10.10 We have a Health & Safety policy Where pupils have any individual emergency health requirements there are care plans in place. We have a medication policy and procedure in place which is followed by all staff. ([Medication Policy](#))

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 2018)**
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

Significant Harm

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

Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

and are linked to the following:-

- 'Keeping Children Safe in Education', in full - latest update, currently September 2020
- 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
- Disqualification under the Childcare Act 2006, update 31st August 2018
- Alternative Provision, Stat guidance
- Teachers' Standards
- Governors' Handbook
- 'Listening to & involving children & young people', stat guidance
- Health & Safety Legislation

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

G. Covid-19 - School Arrangements, March 2020 (updated September 2020)