



## **North Ridge High School**

# **Safeguarding & Child Protection Policy**

**(adapted from Manchester City Council (MCC) Model Policy)**



**Previous: September 2023**

**Date: Updated July 2024**

## SAFEGUARDING POLICY

### Equalities statement

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.

<b>North Ridge High School</b>		
The Headteacher who has the ultimate responsibility for safeguarding at North Ridge High School is Shauna Johnson		
In their absence, the authorised member of staff is Gill Foord, Deputy Head Teacher		
<b>KEY SCHOOL STAFF &amp; ROLES</b>		
Name	Role	Location and/or Contact Phone Number
Shauna Johnson	Head Teacher (Lead DSL)	0161 553 0200
Gill Foord	Deputy Head, Lead for parents, Deputy DSL	0161 553 0200
Elaine Redpath	Head of 6 <sup>th</sup> Form	0161 553 0200
Danielle Lord	TA4, CLA	0161 553 0200

<b>NAMED GOVERNORS for Safeguarding &amp; Prevent</b>	Contact Phone Number/Email
Darrell Cunningham (vice chair)	<i>As above</i>

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

**The effectiveness of our safeguarding arrangements is monitored by SLT and the Governing Body. Governors are informed of the safety procedures of the school. The Governors monitor the effectiveness of the Health and Safety Policy and safer**

working practices through termly safeguarding visits. The Governors responsible for Safeguarding, which includes Health and Safety are Gary Whiteley and Darrell Cunningham (KCSiE Part 2.78).

Review Date	Changes made	By whom
03.10.23	Policy created	Jenni Cryer
30.7.24	Policy reviewed – personnel information update	Shauna Johnson

#### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2023-2024	03.11.23	Mr. T. Eccles

#### Summary of Safeguarding Procedures

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 and dealt with internally if appropriate; or a referral is 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
- The School Health team
- Our school Occupational Therapist
- The Disabled Children’s team
- The Transition team (for our older students)
- Multi agency meetings
- 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

All staff are expected to have the attitude of ‘it could happen here’, should not assume that someone else will take action and are to seek advice from the DSLs if unsure.

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 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

All concerns including low-level should be reported to the head teacher or principal unless concerning the head teacher in which case it should be reported to the chair of governors.

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 Headteacher, 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 wrongdoing 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 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

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

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

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**APPENDICES:**

**All staff at North Ridge are expected to read the full statutory guidance - Part 1 & Annex A and Annex B of 'Keeping Children Safe in Education (KCSIE), September 2023 and confirm that they have done so on CPOMS.**

- A. Key Legislation, Statutory Guidance & Ofsted Framework**
- B. Other Government & National Guidance**
- C. Local Policies & Guidance (MCC, Greater Manchester & Manchester Safeguarding Partnership)**

**D. Other Relevant School Polices/Procedures**

**E. Other Relevant MCC Education Department  
Policies/Guidance**

**F. Abbreviations**

## 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 1.2)

### **Indicators of abuse, neglect and exploitation:**

**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.

Harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects

**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 college's policy and procedures for dealing with it, (see paragraph 49 of KCSIE 2023).

**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.

**Child Sexual Exploitation (CSE):** is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways 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.

**Child on child 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 children;

- 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, 11 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, 12 such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; 11 For further information about sexual violence see Annex B. 12 For further information about sexual harassment see Annex B. 16
- 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 nude and semi-nude images and/or videos<sup>13</sup> (also known as sexting or youth produced sexual imagery);
- upskirting,<sup>14</sup> 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).

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

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect
- Channel
- Child Abduction and Community Safety Incidents
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images
- Child Criminal Exploitation
- Child Sexual Exploitation
- Children and the Court System
- Children Missing from Education
- Children who are lesbian, gay, bi or trans (LGBT)
- Children with Family Members in Prison
- County Lines
- Cybercrime
- Domestic Abuse
- Early Help
- Elective Home Education
- Homelessness
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty
- Looked After Children and children open to or who have been open to a Social Worker

- Mental Health
- Modern Slavery & the National Referral Mechanism
- Online Safety, including Education at Home
- Prevent Duty
- Preventing Radicalisation
- Serious Violence
- Sexual Violence and Sexual Harassment between children in schools and colleges
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing

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

Our Governing body ensures they facilitate a whole school approach to safeguarding. This means involving everyone in school and ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. All our systems, processes and policies operate with the **best interests** of the child at heart.

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

- protecting children from maltreatment;
- preventing the impairment of children's mental health or physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.'
- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online.

**(KCSIE,1.4)**

### **Our school ethos**

Each member of our school community is recognised for their individual personality, strengths, and areas for development. We have developed a very strong identity to the name North Ridge and its association with mountains and mountain climbing. 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. Our classes are named after famous mountains. There is a very strong approach to teamwork by staff and pupils. All hard work and achievements, however small or great, are recognised through awards and 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 æwelcome in school and their views are also requested on a regular basis.

Our parents group meets on a regular basis. We are a UNICEF RightsRespecting 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' (in process of review) and 'KCSiE 2023'. Our policy ensures that we comply with our Statutory Duties (Appendices A & B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children's Services and Community Safety (MCC)
- 1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix E)
- 1.4 Our policy complements and supports other relevant school policies (Appendix D).
- 1.5 Our policy is regularly reviewed, and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

## **2. ROLES & RESPONSIBILITIES**

### **LEADERSHIP & MANAGEMENT**

#### **2.1 OUR GOVERNING BODY**

Our Governing Body 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 2023, ensuring policies, procedures and training in our school/college are effective and comply with the law at all times.

Our Governing Body are fully aware of our role in multi-agency safeguarding arrangements, of Manchester Safeguarding Partnership (MSP) arrangements and of

the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The Governing Body will ensure that: -

- All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety
- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.81, 2.95-97)
- A named member is identified as the designated governor for Safeguarding and receives appropriate training.
- Governors facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.
- Where there is a safeguarding concern, they and school/college leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The pupils of the school have been asked to feedback how they would like information to be displayed and there are displays on both floors of the main building and the sixth form hub regarding reporting ~~ab~~ The school undertakes a pupil voice consultation on safeguarding and responds to any concerns raised or feedback given.
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school/college has an effective Child Protection Policy
- The school/college has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained as required.
- More than one emergency number is held on file for each pupil/student.
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. The identified governor has termly contact with the designated safeguarding leads and termly updates are given to the whole governing body.
- 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. These policies form induction of new staff and the safeguarding policies forms part of the autumn term training, including changes to KICSIE. Addenda or appendices may be added during periods of crisis to

reflect changes of circumstance.

- We operate safer recruitment and selection practices in accordance with Part Three of KCSiE, including appropriate use of references and checks on new staff, volunteers and contractors including overseas checks where relevant. All staff involved in the recruitment process have undertaken safer recruitment. All references are completed and require use of the school forms, no CVs are accepted, all identification and certificate checks are completed prior to recruitment- this is overseen by the head teacher- all recruitment is reported to The Governing Body termly.
- 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. Prior to starting work in the school, they receive induction and are provided with a hard copy of the induction pack. All staff are required to provide evidence of having completed their safeguarding training to the CPD Lead who ensures that non-completion is challenged.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. We receive twice termly supervision. Safeguarding procedures are reviewed biannually by an external consultant.
- Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

## **2.2 OUR HEADTEACHER**

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

Our headteacher is fully aware of our role in multi-agency safeguarding arrangements, of 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 local authority children’s social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help

when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.’ (KCSiE 2.113)

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

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

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers, volunteers, visitors, and contractors understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the tools provided by the LA as requested.
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision, and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers’ handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through 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 and are 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. 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 online 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.
- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting. All external agencies commissioned by school provide the DBS clearance. We ensure that they have had safeguarding training and that, prior to working with pupils in school, they are clear what the procedures are within North Ridge should they have any safeguarding concerns. This is completed during induction and signed to state that they have been provided with information.
- 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.
- 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.

#### **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, Shauna Johnson 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 training on holding difficult conversations.
- 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. They take lead responsibility for safeguarding and child

protection, including online safety and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a Deputy Designated Safeguarding Lead (DDSL), but they take the ultimate lead for child protection. (DDSL/s are trained to the same standard as the DSL).

The DSL, together with the 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, e.g., 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, and review practice, ~~in~~ 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.
- 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. Our school follows the case conference guidance. We are experienced in signs of safety as this forms part of all CIN meetings attended by school representatives.
- 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 staff are offered half termly individual supervision provided by OneEducation.
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance (Annex C.p 165), ensuring that referrals to the police are timely and appropriate.

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- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult (PACE Code C 2019) and have arrangements in place for ensuring this if a police officer requests to meet with a child when in school. (Annex C, p165)). The DSL team will support pupils if required. 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. This is part of the induction for new staff and is updated termly in safeguarding meetings. School uses CPOMs for reporting all incidents.
- Create and maintain child protection files and keep them up to date.
- Keep information confidential and store securely with a separate file for each child. Hard files are kept secure in the Head Teacher's office. All electronic information is stored on CPOMs. Only DSLs have access to records which is protected by two-factor authentication.
- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues (KCSIE, 191-196)
- Share and transfer safeguarding and child protection information as appropriate. These are transferred on request via CPOMs with the agreement of the Head Teacher
- Always be available during school/college hours during term time, and at other times as designated by the Headteacher. Access to the DSL lead can be made via the main school number (0161 553 0200) and the call will be transferred to the DSL.
- Understand and support the school/college with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from risk of radicalisation.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Understand the lasting impact that adversity and trauma can have on children and young people.
- Ensure the child protection 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/college in this. This is published in our school prospectus and is also available on the school website.
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child.
- For DSL lead areas please see the outline of roles at the start of the document

#### **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 2023 as directed by senior leaders and appropriate to individual roles. All staff at North Ridge are required to read the full document.
- 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, the ACT model and ensuring that the voices of children are listened to and taken account of.
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g., Behaviour Management Policy/ 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.
- Never promise a child that they will not tell anyone about an allegation, as ultimately this would not be in the best interest of the child.
- Be approachable to children and respond appropriately to any disclosures.
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, be professionally curious and actively build trusted relationships which facilitate communication.
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child.
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information, and making referrals.
- Attend multi-agency meetings as required, if appropriate to their role
- Be aware of the local early help processes and understand their role in it.
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role

Teaching staff have additional statutory duties, including 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 their responsibilities in relation to filtering and monitoring) and be made aware of the systems within the school/college which support safeguarding e.g., the Behaviour Policy. This is delivered through face to face training and ~~of~~ 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 new staff must ensure that they have read and understood 'Keeping Children Safe in Education: Part One' and all staff working directly with children should ~~to~~ read Annex A. This is sent to all new staff during their induction and to all ~~st~~ annually. Staff sign (written or electronically) to say they have read this, and a record is kept.

This training will be regularly updated.

3.2 All staff must ensure that they have read and understood KCSiE: Part One/Annex A and/or Annex B. This is always introduced at the start of Autumn 1. Staff have allocated time to read the document and then must sign to agree that they have read and understand the document.

3.3 All staff will receive regular child protection training/refresher 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. There are also termly safeguarding meetings, training is evaluated, and safeguarding records are monitored by DSLs.

3.4 All staff members will receive regular safeguarding and child protection training and updates, including online safety and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively. 7 minute safeguarding briefings are shared with staff every week and saved on MS Teams so staff have access to them at all times. As described above, safeguarding meetings are held termly, and training evaluations are completed and evaluated and DSLs monitor records.

- 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. The policy will remain under constant review through regular meetings of the DSL team. All interview panels will include at least one member that has completed up to date Safer Recruitment training within the last 3 years.
- 3.7 All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people and this is included in our training programme.

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

### **4.1 PUPIL VOICE**

Children are encouraged to contribute to the development of policies and share their views. Pupils complete written pupil voice records twice a year. We hold an annual ~~one~~ for staff, pupils, and parents/carers in the form of a tea party with a questionnaire and open discussion to identify the school development priorities for the coming year. We have a school council and complete an annual audit of pupils' knowledge and understanding of key safeguarding messages. Pupils are supported to complete safeguarding pupil voice booklets for their CIN meetings or Case conferences. Pupil 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.

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

### **4.2 POOR ATTENDANCE** (references to 'absent' children throughout KCSiE)

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

4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and

recorded. This includes missing individual lessons, as well as being absent or late at Registration. Any concerning patterns are reviewed in partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

- 4.2.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.2.3 We implement the statutory and LA requirements in terms of monitoring and reporting children to the CME Team (named unchanged) part-timetimetables 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 robust Attendance management policy and procedures.
- 4.2.4 We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2023) to assist with strategies for supporting children and young people experiencing anxiety to return to school.
- 4.2.5 We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date. (This is in response to learning from local serious case reviews.)

### **4.3 ALTERNATIVE PROVISION (AP)**

We do not use any alternative provision at North Ridge. We strongly believe our role is to meet the needs of all the pupils who attend North Ridge.

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

4.3.2. Children who require access to AP will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by us in accordance with the School Register Regulations (secondary schools only). Our DSL will work together with the DSL at the AP to ensure effective sharing of information and that any safeguarding concerns are followed up appropriately.

### **4.4 EXCLUSIONS & FIXED TERM SUSPENSIONS**

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

4.4.2 As a school we only action fixed term suspensions as a last resort where physical safety of the pupils, pupils or staff is a concern. If this is the case then we will suspend 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 suspension or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CIN or CP, the EH Practitioner or Social Worker will be informed.

4.4.3 We will work with the MCC Weapon Carrying in Schools and Colleges guidance (Appendix C) 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. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support. We hold weekly welfare meetings, 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 or has certain health conditions and has specific needs.
- Has special educational needs (whether or not they have a statutory Education, Health, and Care Plan)
- Has a mental health need
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- Is at risk of being radicalised or exploited.
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.

- Is misusing drugs or alcohol themselves?
- Has returned home to their family from care.
- Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child.
- Is persistently absent from education, including persistent absences for part of the school day.

Additionally, these children will also be considered.

- International new arrival, refugee, or asylum seeker
- Looked after, previously looked after or under a special guardianship order.
- Has or has had a social worker.
- LGBT children (KCSiE, Part 2:203-205)
- Has the potential for adultification

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

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

(KCSiE, Part 2:199)

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 ~~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.

4.5.4 Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. (KCSiE, Part 2:180-186)

- 4.5.5. We ensure that staff consider the context in which incidents occur and whether wider environmental factors (extra-familial harm) are present in a child's life that are a threat to their safety and/or welfare.
- 4.5.6. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after. We work with relevant social workers and the Virtual School (KCSiE, 187-196
- 4.5.7 Where children have or have had a social worker, we will work alongside the social worker to ensure there is a clear education focus in the Plan for the child.

#### **4.6 CHILD ON CHILD ABUSE (KCSiE, Part 5 & Part2,156)**

- 4.6.1 All our staff recognise that children are capable of abusing their peers, including online.
- 4.6.2 Our separate Child on Child Abuse Policy clearly outlines our procedures and approach to this issue and are summarised below:
- The procedures to minimise the risk of child-on-child abuse.
  - The systems in place to ensure that children understand that the law is there to protect them, not to criminalise them, and for children to confidently report abuse, knowing their concerns will be taken seriously.
  - How allegations of child-on-child abuse will be recorded, investigated, and dealt with
  - Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported.
  - Recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and simply not be reported.
  - Our clear zero-tolerance approach to abuse, never passing it off as 'banter,' 'just having a laugh,' 'part of growing up' or 'boys being boys.'
  - Recognition that it is more likely girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.
  - Recognition of the different forms child on child abuse can take.
  - The Processes as to how victims, perpetrators and any other children affected by child on child abuse will be supported.
  - Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2022. All reports will be taken seriously and a member of the DSL team will deal with the report supporting the pupil and their

family. We will liaise with GMP and other agencies including school nurse, Early help, Social care, CAMHS and internal professionals who may be able to help (art therapist). We will risk assess the situation within school and ensure there is a clear plan in place to ensure pupils involved are well supported and monitored.

#### **4.7 ELECTIVE HOME EDUCATION**

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

#### **4.8 COMMUNITY SAFETY**

##### **4.8.1 Serious violence**

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

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

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

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. Most of this work will be undertaken through "ask it" sessions where appropriate. All safeguarding lessons are differentiated to meet the individual needs of each learner in school.

- 4.8.4 Our response to children carrying knives or other weapons in school and in situations out of school is aligned to the Manchester Knife and Weapon

Carrying in Schools and Colleges Guidance (Knife Crime Protocol) in which we take a holistic and measured approach on a case-by-case basis to such incidents in and out of school. (See Appendix C)

## **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.

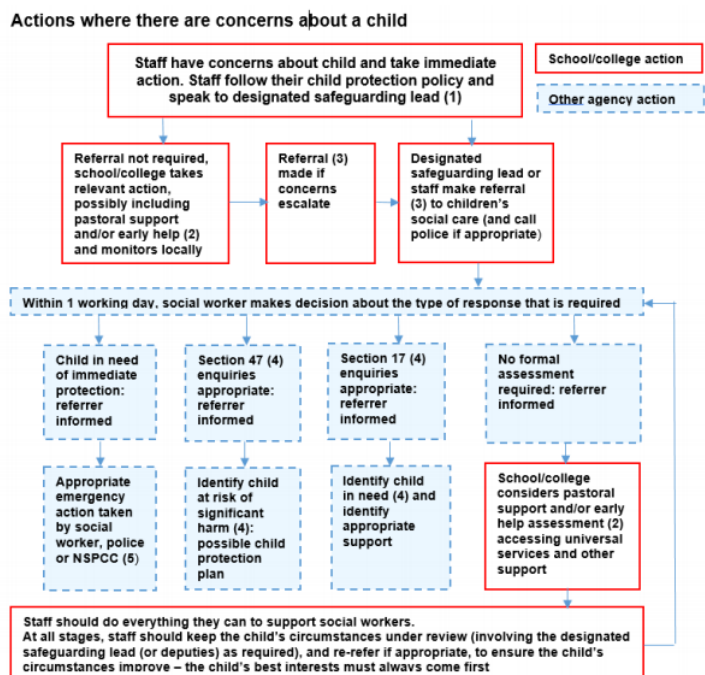
5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as possible. We keep a copy of the file in accordance with our Records Policy (See Appendix E) and statutory and LA Guidance (See Appendices A, B & D).

### **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.

The flowchart for what to do if you're worried a child is being abused is detailed below:



- (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 two emergency contacts.

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

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

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

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

#### 5.4 MULTI-AGENCY WORKING

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

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

5.4.3 We will notify the named Social Worker if:

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

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

## **5.5 CONFIDENTIALITY & INFORMATION SHARING**

- 5.5.1 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.
- 5.5.2 Information about children will only be shared with other members of staff on a need-to-know basis.
- 5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine.
- 5.5.4 As well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made
- 5.5.5 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.
- 5.5.6 We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSiE Part 2:115-123)

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

- 5.6.1 A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.
- 5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. During school closures, a DSL will always be available in case of emergencies.
- 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 aim to 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, including refreshed and updated versions.

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

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

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

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

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

### **5.8 LEARNING FROM SERIOUS CASES**

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

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

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

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

## **6. THE CURRICULUM**

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

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

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

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

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

- 6.4 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.
- 6.5 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.
- 6.6 Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2,129)
- 6.7 We have a clear set of values and standards, upheld, and demonstrated throughout all aspects of school/college life.
- 6.8 We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

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

- 7.1 Online safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school/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 The checklist to ensure compliance with Filtering and Monitoring standards is included as Appendix B
- 7.3 We consider the 4C areas of risk to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.

- 7.4 The Internet is an essential element in 21<sup>st</sup> century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.5 Our policy on the use of children's personal mobile phones and smart technology is that we require that they are handed into staff on arrival at school and returned at the end of the school day unless they are being used for educational purposes during the day.
- 7.6 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.  
We currently use Smoothwall and Classroom Cloud monitoring.
- 7.6 We ensure our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility. Classroom Cloud sends an instant alert to the DSL and DDSs and we review each alert and respond accordingly.
- 7.7 We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness.
- 7.8 We will encourage children to use social media safely, including opportunities for them to think and discuss the issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children.
- 7.9 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. This policy must be fully implemented by all staff.
- 7.10 We will complete online safety audits as appropriate to our needs and know where to access recommended models.
- 7.11 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home.
- 7.12 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. All communication with parents/carers is recorded on CPOMS.

- 7.13 As technology, and the risks and harms associated with it, evolve, and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSiE Part 2, 135-148)

## **8. SAFER RECRUITMENT & SELECTION OF STAFF**

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance, KCSiE and the LA model policy for Safer Recruitment (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 Safer Recruitment Policy:
- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.
  - Our job adverts will include safeguarding requirements and the schools /colleges commitment to safeguarding and promoting the welfare of children.
  - Our job adverts will make clear that safeguarding checks will be undertaken, including online checks for shortlisted candidates.
  - We understand the process around filtering offences.
  - Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
  - We do not accept CVs in place of an application form.
  - Shortlisted applicants will be asked to complete a self -declaration of their criminal record or information that would make them unsuitable to work with children.
  - Applicants must sign a declaration confirming information given is true.

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

8.3 The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate. We will request to see evidence of a relevant DBS and keep a record of this. For out of hours activities on site there is always a DSL on site. We follow the same procedures as during school hours if any concerns are raised and reporting is via CPOMs.

- When our school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect providers to meet the guidance in [Keeping Children Safe in Out of School Settings](#) (KCSIE, Part 2, 167).

- If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if relevant (KCSiE Part 4, 377)
- 8.4 The school maintains a single central record of all recruitment checks, updated and monitored at least termly, by senior leadership and governor.
- 8.5 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 8.6 Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- 8.7 We will not routinely keep copies of DBS certificates, either electronically or in paper files but if we have good reason to do so, these will not be kept for longer than six months.
- 8.7 Risk assessments are carried out on all volunteer activities as required.

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

- 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 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.
- 9.3 We work closely with the police, children’s social care and MCC LADO when a risk of harm is indicated.
- 9.4 The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation.
- 9.5 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as ‘low level concerns. These are outlined in our Low Level Concerns Policy

9.6 The harms threshold indicates that a person will 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)

9.7 Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusions.

9.8 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.

9.9 Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimising the risk of abuse.

9.10 Although low level concerns may not meet the harm threshold, they are not insignificant. Staff are made aware of the Whistleblowing Policy in training. CPOMS Staff Safe is used to record any low level concerns.

9.11 All low level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes- 423-440)

9.12 Our Managing Allegations Policy details the processes and conclusion of low level concerns and guidance about including information in references.

9.13 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.

9.14 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. The procedure is detailed in our Whistleblowing Policy which all staff have access to and is available on our website.

9.15 Historic allegations will be referred to the police.

## **10.SAFETY ON & OFF SITE**

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

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

10.3 All visitors, including visiting speakers, are subject to our safeguarding protocols while on site. We will undertake an assessment of the education value, age appropriateness and content of the visitor's 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. We do not currently hire out our facilities to any other organisations.

10.7 When the school/college is let, if services or activities are 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, we seek assurance that the body concerned has appropriate

safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school/college on these matters where appropriate.

- 10.9 Should we receive an allegation relating to an incident that happened when an individual or organisation were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO.
- 10.10 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.
- 10.11 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. See separate policy (External Visitor Policy).
- 10.12 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- 10.13 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.14 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy of High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.
- 10.15 We have a Health & Safety policy e.g., for contacting parents and for reporting to the emergency services, including police and hospitals. 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. (see separate Medication Policy).
- 10.16 We have read and considered the MCC/One Education Critical Incident guidance, the DfE Emergency planning and response for education, childcare and children's social care settings and School and College Security GOV.UK and we have a Critical Incident policy in place.

## **11. COMPLEX SAFEGUARDING**

### **Serious violence**

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

### **Child Criminal Exploitation and Child Sexual Exploitation**

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

### **APPENDICES**

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

#### **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](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. 39 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 noncontact 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 Annex A by all staff working with children**

and are linked to the following:-

- Keeping Children Safe in Education', in full - latest update, currently September 2023
- 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
- Peer on peer abuse policy
- 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