Safeguarding Policy

(Incorporating Child Protection)

Ref: S017

Contents:

1. Introduction
2. Ethos
3. The Curriculum
4. Attendance & Exclusions
5. Keeping Records
6. Roles & Responsibilities
7. Safe Recruitment and the Selection of Staff
8. Working with Other Agencies
9. Confidentiality and Information Sharing
10. Training for Staff & Volunteers
11. Recording & Reporting Concerns
12. Informing Parents & Carers
13. Early Help
14. Specific Safeguarding Issues
15. Domestic Abuse
16. Forced Marriage
17. Female Genital Mutilation
18. Preventing Radicalisation and Violent Extremism
19. E-Safety
20. Peer on Peer Abuse
21. Private Fostering
22. Child Protection Conferences & Core Group Meetings
23. Managing Allegations and concerns against staff and volunteers
24. Complaints or concerns by students, staff or volunteers
25. Serious Case Reviews
26. Visitors
27. Bookings
28. Appendix 1: Safeguarding Definitions
29. Appendix 2: A Good Safeguarding School
30. Appendix 3: Safeguarding Responsibilities
31. Appendix 4: Safeguarding Summary for all Staff
32. Appendix 5: Safeguarding of Children Statement
33. Appendix 5: COVID-19 Addendum

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1. Introduction:

1.1. This policy has been developed to ensure that all adults in Chorlton High School are working together to safeguard and promote the welfare of children and young people.

1.2. This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to address any concerns about child safety and welfare including protecting students and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

1.3. The Headteacher, or in their absence, the authorised member of senior staff, Assistant Headteacher (Student Support), has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

1.4. Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, the culture and ethos of Chorlton High School. This policy complements and supports other relevant school and local authority policies.

1.5. Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their students and, in accordance with guidance set out in 'Working Together to Safeguard Children July 2018' and 'Keeping Children Safe in Education September 2020', Chorlton High School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. Ethos

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

2.2. In line with the principles outlined in 'Keeping Children Safe in Education September 2021' the ethos at Chorlton High School ensures that:

"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."

2.3. The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Manchester Early Help Strategy is embedded into every day practice and procedures when responding to children's needs, and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-

esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

2.4. Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help students respect the rights of others, particularly those groups who may be considered a minority.

2.5. Chorlton High School will exercise diligence and prevent any organisation or speaker from using the school's facilities to disseminate extremist views or radicalise students and staff.

3. The Curriculum

3.1. All children have access to an appropriate curriculum which is broad, balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

3.2. Children and young people 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, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the students.

3.3. Personal Health and Social Education, Citizenship and Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

3.4. Chorlton High School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, Forced Marriage, Female Genital Mutilation, Peer on Peer abuse and serious youth violence.

3.5. All students know that there are adults in the school whom they can approach if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4. Attendance and Exclusions

4.1. Chorlton High School views attendance as a safeguarding issue. In accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

4.2. The 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 the Early Help Strategy or a Parenting Contract.

4.3. We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

4.4. The school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by Chorlton High School in accordance with the School Register Regulations.

4.5. The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

5. Keeping Records

5.1. Chorlton High School will 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 school record will also include a chronology of any other significant events in a child's life.

6. Roles and Responsibilities

6.1. **The Headteacher of Chorlton High School will ensure that:**

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of students are fully implemented and followed by all staff, including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A designated senior member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its students by making its obligations clear in the school/setting prospectus.

- Ensure that the Safeguarding and Child Protection policy is available on the school's web-site.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE, County Lines and radicalisation and extremism.

6.2. **The Governing Body of the school will ensure that:**

- A member of the Governing Body is identified as the designated governor for Safeguarding (Lead Governor Inclusion) and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education' and local authority procedures.
- All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE, County Lines and radicalisation and extremism.

6.3. The Designated Senior Member of Staff for Child Protection is the Assistant Headteacher (Student Support) and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. **The Designated Person will:**

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers
- Ensure that the schools actions are in line with the MCSB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at manchesterscb.org.uk.)
- Support staff to make effective referrals to Children and Families Services, Channel and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.

- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Regularly raise awareness of key safeguarding issues; ensuring that the schools approach is known, understood and applied consistently by all staff.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning safeguarding.
- Ensure their skills and knowledge is kept up to date to allow them to understand relevant developments.
- Send a student's child protection or safeguarding file separately from the main file to a new establishment if a student leaves the school. Keep a copy of the file.

7. Safe Recruitment and Selection of Staff

7.1. The school's recruitment and selection policies and processes adhere to the DfE guidance set out in "Keeping Children Safe in Education" (September 2020).

7.2. The Headteacher and Governing Body will ensure that all staff and volunteers in supplementary schools using the mainstream school site will have been vetted and checked.

8. Working with Other Agencies

8.1. Chorlton High School has developed effective links with other relevant agencies, for example, the local authority, Children's Social Care, Channel, GMP, NHS and the MSCB and co-operates as required with any enquiries regarding child protection issues. The school will notify the district team if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a student who is subject to a Child Protection Plan of more than two days from school.
- It has been agreed as part of any Child Protection Plan or Child In Need Plan.

9. Confidentiality and Information Sharing

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.

9.1. Staff members ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff discloses any information about a student to other members of staff on a need to know basis only.

9.2. All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

10. Training for Staff and Volunteers

10.1. All staff should be made aware of the school's safeguarding systems as part of their induction.

10.2. All staff should receive appropriate child protection training which includes the following:

- Basic safeguarding information about the school's policies and procedures.
- Signs and symptoms of abuse (emotional, physical, sexual and neglect).
- Indicators of vulnerability to radicalisation, Child Sexual exploitation or criminal exploitation.
- How to manage a disclosure from a child, as well as when and how to record a concern about the welfare of a child.

10.3. In accordance with "Keeping Children Safe in Education – September 2020" all staff will receive training at induction. The Designated Person for Safeguarding will receive refresher training every two years. All staff will receive appropriate safeguarding and child protection training, which is regularly updated. This will be coordinated and monitored by the Designated Person

10.4. All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, so-called Honour Based Violence, Domestic Abuse, Child Sexual Exploitation, Peer on Peer abuse, Serious Youth Violence, Trafficking and Preventing Violent Extremism.

11. Recording and Reporting Concerns

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

- Speak to the Designated Person 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 the school's safeguarding recording system.

12. Informing Parents/Carers

12.1. Our approach to working with parents/carers is one of transparency and honesty and 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. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

12.2. Parents and carers will be informed if a referral is to be made to the Multi Agency Safeguarding Hub (MASH) or any other agency, if this is appropriate and in the best interests of the child.

12.3. Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Headteacher will seek advice from the First Response Team.

13. Early Help

13.1. Early help means providing support as soon as a problem emerges at any point in a child's life. All staff should be prepared to identify children who may benefit from early help. Where a child would benefit from coordinated early help an early help interagency assessment should be made. The Safeguarding Team take a lead in the training and development of early help processes in the school and are able to support pastoral staff with this process.

14. Specific Safeguarding Issues

14.1. All members of staff should have an awareness of wider safeguarding issues, some of which are listed below.

- Bullying, including cyber-bullying
- Child missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Child Criminal Exploitation
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/Violence against women and girls
- Hate Crimes
- Mental health
- Missing children and adults strategy
- Private fostering
- Radicalisation
- Relationship abuse
- Sexting
- Trafficking
- Exploitation via County Lines
- Peer on Peer abuse
- Serious Violence

14.2. Additional training is provided on these issues by the Safeguarding team at regularly intervals to staff, and staff should feel that they can seek out additional guidance at any time from the team

15. Domestic Abuse

15.1. The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

15.2. Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

15.3. Information about domestic abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

15.4. Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Multi Agency Safeguarding Hub (MASH) will be contacted as soon as possible.

15.5. Chorlton High school are signed up to Encompass, a strategy where the police inform the school's Safeguarding Team, when an incident of domestic abuse has been attended by the police.

16. Forced Marriage

16.1. Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

16.2. Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings. The school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

16.3. If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

17. Female Genital Mutilation

17.1. Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

17.2. Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies. From 2015, teachers have a mandatory duty to

report any 'known' cases of FGM. Any concerns regarding students who are at risk or suspected cases of FGM should be referred to the Safeguarding Team.

18. Preventing Radicalisation and Violent Extremism

18.1. Chorlton High School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Chorlton High School seeks to protect its students and staff from all messages and forms of violent extremism and ideologies, including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Extremist Islamist ideology, Irish Nationalist and Loyalist Paramilitary groups and extremist Animal Rights groups.

18.2. The Counter-Terrorism and Security Act, which came into force on 1 July 2015, requires schools, to "have due regard to the need to prevent people being drawn into terrorism". This is known as the 'Prevent duty'. Chorlton High School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

19. E-Safety

19.1. Chorlton High School has Digital Learning and Safety Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote student achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

19.2. The internet is an essential element in 21st century life for education, business and social interaction and Chorlton High School has a duty to provide children and young people with quality access as part of their learning experience.

19.3. It is the duty of Chorlton High School to ensure that every child and young person is in its care is safe and this applies equally to the 'virtual' or digital world.

19.4. Chorlton High School will ensure that appropriate filtering methods are in place to ensure that students are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

20. Peer on Peer Abuse

20.1 All staff are aware of peer on peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating violence and rituals.

20.2 The school Life Skills, PSHE curriculum and pastoral support addresses awareness to help prevent issues; for example, issues of consent or sexting. Any aspect of peer on peer abuse will not be tolerated at Chorlton High School and needs to be addressed by staff. It must not be passed off as "banter". Staff should be vigilant in reporting and supporting students using the school regular policy and procedures with regards to each issue. Please see appendix 4 for details of how school deals with issues that are reported.

21. Private Fostering

21.1. Some parents choose to make a private arrangement for the care of their child (under 16 or under 18 if child is disabled) to be cared for by someone other than a close relative or guardian for more than 28 days. Chorlton High School has a duty of care to ensure that the Local Authority is informed of this agreement in this case.

22. Child Protection Conferences and Core Group Meetings

22.1. Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual student and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

22.2. All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/carers.

23. Managing Allegations and Concerns Against Staff and Volunteers

23.1. The school follows the government guidance 'Keeping Children Safe in Education' – September 2020 when dealing with allegations made against staff and volunteers.

23.2. All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

24. Complaints or Concerns by Students, Staff or Volunteers

24.1. Any concern 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.

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

25. Child Practice Review / Serious Case Reviews

25.1. The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of a Child Practice Review/ serious case review is to:

25.2. 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.

25.3. 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.

25.4. Improve inter-agency working to better safeguard and promote the welfare of children and young people.

25.5. Chorlton High School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures, as required.

26. Visitors

26.1. All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times. With the exception of visitors who are DBS checked and doing individual work with students, for example Social Workers, School Nurse or Counsellors.

26.2. All staff must ensure that they implement the school's Visiting Speakers Policy when arranging for external visitors to come into school to work with / speak to children.

27. Bookings

27.1. Chorlton High School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalise students or staff.

Appendix 1: Safeguarding Definitions:

The following definitions are from Working Together to Safeguard Children (July 2018)

Children	Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.
Safeguarding and promoting the welfare of children	Defined for the purposes of this guidance as: • protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
Child protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
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 another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber 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	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: • provide adequate food, clothing and shelter (including exclusion from home or abandonment); • protect a child from physical and emotional harm or danger; • ensure adequate supervision (including the use of inadequate care-givers); or • ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Young carer	A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).
Parent carer	A person aged 18 or over who provides or intends to provide care for a disabled child for whom the person has parental responsibility.
Education, Health and Care Plan	A single plan, which covers the education, health and social care needs of a child or young person with special educational needs and/or a disability (SEND). See the Special Educational Needs and Disability Code of Practice 0-25 (2014).

Appendix 2: A 'Good Safeguarding School':

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

Ethos and Environment

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

Practices and Procedures

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-Bullying Policies are in place and are clearly understood and followed by all.

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

Student Tracking

- The progress and attendance of students in Education Other Than at School (EOTAS) is as carefully tracked and monitored as for other students.
- Student tracking systems are in place and used effectively to monitor and track progress and intervene, as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for students takes place at all stages.

Staff Training

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

Student Engagement

- Student voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Students are given responsibility in supporting other students and are involved in routine organisational tasks and activities.
- Students are encouraged to participate in a variety of clubs and activities.

The Curriculum

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

Working with Parents/Carers and Outside Agencies

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

Indicators of Vulnerability to Radicalisation

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

Appendix 3: Safeguarding Responsibilities

The staff members below have responsibility for all student related safeguarding issues:

Gabi Xiberras	Director of Student Support and LAC Designated Teacher Contact number: 07970 736451
Sarah Penrose	Safeguarding Lead Contact number: 07964 034698
Mandy Roberts	Safeguarding Officer Contact number: 07967 110146
Diane Clavin	Safeguarding Officer Contact number: 07964034711

The staff members detailed below have responsibility for all staffing related safeguarding issues:

Andy Park	Executive Headteacher
Zoe Morris	Headteacher

The staff below have key responsibilities for wider safeguarding issues:

Health & Safety

Mark Manifold	School Business Manager (Facilities)

Safer Recruitment & Central Record of Evidence

Alison Meehan	School Office Manager

Lead Governor Responsible for Safeguarding:

Angela Keane	Parent Governor

The Safeguarding Team:

1. Chorlton High School has three full time Safeguarding Coordinators. All members of the team act on safeguarding/child protection issues brought to them. The Safeguarding Team is line managed by an Assistant Headteacher.
2. In the absence of the Safeguarding Team, the most senior member of staff in school will assume responsibility for any child protection matters that arise. The school has also identified other key members of staff, trained to Level 2 standards, to act as deputy Designated Persons, should the aforementioned be off site.
3. The Safeguarding Team will co-ordinate action on child protection within the school. They will ensure that all staff, teaching and non-teaching (including supply staff) know who the Designated Persons are. They will ensure that all staff are aware of their individual responsibilities in relation to the safeguarding of children.
4. Where appropriate, the Designated Persons will liaise with the DPs of the school(s) attended by the siblings of the child causing concern.

5. The Designated Persons will keep a written record of any actions taken as a result of concerns raised (see below).
6. The Designated Persons will act as a source of advice and coordinate action within the school over child protection cases.
7. The Assistant Head responsible for Safeguarding will ensure that the school's Safeguarding Policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal.
8. The Governing Body authorises Chorlton High School to carry out its responsibilities as outlined in "Keeping Children Safe in Education" (September 2020).

Appendix 4: Responding to reports of sexual violence/harassment

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

1. Manage internally

• In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

• Whatever the school's or college's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

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

2. Early help

• In line with 1 above, the school or college may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

• Full details of the early help process are in Chapter one of Working Together to Safeguard Children.

• Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.

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

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

3. Referrals to children's social care

• Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.

• At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision

should be made with the support of children's social care.
• If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
• Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
• Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 275 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school or college should be immediate.
• In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
• Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
• All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

4. Reporting to the Police

• Any report to the police will generally be in parallel with a referral to children's social care (as above).
• It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
• Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
• At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
• Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also

discuss the best way to protect the victim and their anonymity.
• All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
• In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.
• Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
76
• All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

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

Appendix 5: Safeguarding Summary for all staff:

All staff must:

- Attend Level 1 training on Safeguarding (every 3 years) and receive accreditation for this.
- Read and understand Part 1 of KCSIE Sept 2020.
- Receive and understand regular safeguarding updates (annually).
- Ensure that they know who the designated persons are in the school and know how to contact them/where they are located.
- Ensure that any child protection disclosure is reported to the designated person(s) as soon as possible before the end of the school day.
- Provide a written statement (pertaining to the disclosure) using the school's processes.
- Ensure that they do not get a child to provide a written statement if a child is disclosing an issue pertaining to child protection.
- Ensure that they respond to information requests from the Safeguarding Team on specific students.
- Use SIMS information to ensure they know who their classes are and who is being monitored by the Safeguarding Team.
- Inform the Safeguarding team if they notice a change in a student (deterioration in behaviour, appearance, social interaction, attendance or punctuality).

In addition to the above:

Curriculum Leaders must:

- Ensure that staff members in their department have displayed Safeguarding information, as appropriate.
- Ensure that new staff members know how to refer concerns about young people.
- Support staff in their department and liaise with the Safeguarding Team, if necessary.

ITT students and other adults in training programmes must:

- Attend training from the Safeguarding Team on Safeguarding and Looked After Children.
- Refer any concerns to their Mentor at Chorlton High School/ pass on any concerns to the Safeguarding Team before the end of the school day (following the same procedures as all staff).

Supply staff must:

- Read the schools information regarding Supply Cover and be aware of how to refer issues to the appropriate designated person(s).
- Attend Level 1 Safeguarding Training by CHS, if a long-term cover supervisor.

Student services staff / Attendance Team must:

- Alert the Safeguarding Team when students, who are being monitored (be it CP, CIN, CPP, LAC), are absent from school.
- When required, host joint or singular home visits to students who are being monitored by the Safeguarding Team.

Office Manager:

- Ensure that all staff and visitors to the school follow the school's DBS procedures.

Senior Leadership Team must:

- Liaise with the Safeguarding Team about students on CPP or CIN before students are sent home on a Fixed Term Exclusion.
- Access information about students from the Safeguarding Team, updated weekly.
- Ensure that all recruitment procedures follow the school's Safe Recruitment processes.

Safeguarding Team must:

- Ensure that all staff are in receipt of Safeguarding Training.
- Ensure all staff have read and understood Part 1 of KCSIE Sept 2021.
- Organise Level 1 training for all staff every 3 years.
- Provide regular (annual) updates to staff.
- Ensure that those on Level 2 training are updated/refreshed every 2 years.
- Ensure that all child protection concerns brought to them are followed up – notifying parents/social services, the Head of Year, as appropriate.
- Ensure that accurate and efficient records, relating to child protection are kept.
- Represent the school at Child in Need Meetings/core group meetings, case conferences and case planning.
- Monitor the progress and attendance of students on CIN, CPP and LAC.
- Liaise and work with the Pastoral Team and Attendance Team.
- Develop knowledge and understanding of outside agencies which can support young people, referring as necessary.
- Develop close links with outside agencies.
- Produce relevant safeguarding information for students and ensure that it is appropriate displayed around school.

Appendix 6: Safeguarding of Children Statement:

Chorlton High School
Safeguarding of Children Statement

We are committed to the safeguarding and promotion of the welfare of children. In this light we would like to draw the following matters to your attention:

1. All appointments are made subject to:
    a. An enhanced DBS disclosure;
    b. Checks of professional status (NCTL; QTS etc.);
    c. Confirmation of professional qualifications;
    d. Receipt of strong references (if not received by the time of interview); and
    e. Medical clearance
2. We only accept applications completed on the school's application form. Please do not send CVs or open testimonials. More detail about the content of applications is provided later in this pack.
3. Please ensure that the application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained
4. The referees cited in your application form must include your employer for the last occasion in which you worked with children, if applicable. If your last employment was in a school, we would expect a reference from the Headteacher.
5. When seeking references, we will request information about your suitability to work with children.
6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.

Our Safeguarding Policy is also available on request.

Appendix 7: COVID-19 Addendum

1. Introduction

This addendum applies during the period of phased return following school closure due to COVID-19. It also covers the return to school and periods of isolation the student may undergo as a result of COVID-19 exposure during the academic year. It sets out changes to our normal Child Protection Policy in light of the Department for Education's guidance and should be read in conjunction with that policy.

https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers

Unless covered here, our normal child protection policy continues to apply.
The Department for Education's definition of 'vulnerable children' includes those who:

Are assessed as being in need, including children:

- With a child protection plan.
- With a child in need plan.
- Looked after by the local authority.
- Have an education, health and care (EHC) plan.

Have been assessed as otherwise vulnerable by educational providers or local authorities, for example those who are:

- On the edge of receiving support from Children's Services.
- Adopted.
- At risk of becoming NEET ('not in employment, education or training').
- Living in temporary accommodation.
- Young carers.
- Considered vulnerable at the provider and LA's discretion.

2. Core Safeguarding Principles

We will still have regard to the statutory safeguarding guidance - Keeping Children Safe in Education.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first.
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately.
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements).
- It is essential that unsuitable people do not enter the school workforce or gain access to children.
- Children should continue to be protected when they are online.

3. Reporting Concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home.

Staff should record any concerns they have on CPOMS. If they are unable to access CPOMS, or if it is a serious Safeguarding Concern that requires immediate action they should telephone a member of the Safeguarding Team or SLT.

4. DSL Arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important Contacts' section at the start of this addendum.

If our DSL can't be in school, they can be contacted remotely by telephone or email. If our DSL is unavailable, we will share a DSL with another school within the Prospere Trust. If this should happen, their details will be circulated

We will keep all school staff and volunteers informed by email as to who will be the DSL on any given day, and how to contact them.

We will ensure that DSLs wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a Senior Leader will take responsibility for co-ordinating safeguarding.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

5. Working with Other Agencies

We will continue to work with Children's Social Care and with Virtual School Heads for looked-after and previously looked-after children.
We will continue to update this addendum where necessary, to reflect any updated guidance from:

- The Local Authority about children with education, health and care (EHC) plans, the Local Authority Designated Officer and Children's Services, reporting mechanisms, referral thresholds and Children in Need.
- The DFE.

6. Monitoring Attendance

We will resume taking our attendance register. We will also continue to submit the Department for Education's daily online attendance form, until no longer asked to do so. Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, as per the Attendance Policy.
- Notify their social worker, where they have one.

7. Peer on Peer Abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer on peer abuse. Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

8. Concerns about a Staff Member or Volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Contact Plans

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and VSHs will continue to work with vulnerable children in this difficult period and should support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. In all circumstances where a vulnerable child does not take up their place at school or college, or discontinues, the school or college should notify their social worker.

The Trust's position is that schools must keep in contact with students by:

- Ensuring that all vulnerable students who do not attend school receive a twice weekly or weekly welfare call, and that this call is logged. This is in addition to the school's responsibility to notify the social worker (where appropriate) that the student is not attending.

All students who have been identified as vulnerable by the school but who do not meet the definitions above should also receive a regular call. The Designated Safeguarding Lead in conjunction with the Headteacher will be responsible for determining which students fall in to this category.

All other students will receive a call at least once per fortnight. The purpose of these calls will be to check on the student's welfare, and also to discuss the work they have been completing to support them in remaining engaged with their education.

These plans will be reviewed fortnightly.

If we cannot make contact this will be escalated to the Safeguarding Team who will make a home visit. If contact still not be made this will be escalated to Children's Services or the Police.

10. Safeguarding all Children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk. Staff and volunteers will continue to be alert to any signs of abuse, or effects on students' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

10.1 Children Returning to School

The DSL will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before the child returns.

The DSL will be given more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see students in person, and report these in line with the school procedures.

10.2 Children at Home

The school will maintain contact with children who are not yet returning to school. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems.
- No contact from children or families.
- Seeming more withdrawn during any class check-ins or video calls.

Regular reminders will be sent out to children via SchoolComms, Microsoft Teams, Twitter, Instagram and school website. They will be advised that they can contact a member of staff at school if they have concerns about their own or someone else's well-being, on 0161 882 1150 or by emailing staysafe@chorltonhigh.manchester.sch.uk .

11. Online safety

11.1 In School

We will continue to have appropriate filtering and monitoring systems in place in school.

11.2 Outside School

Where staff are interacting with children online, they will continue to follow our existing Staff Code of Conduct and IT Acceptable Use policies. Staff will follow the guidelines and procedure set out in the Standard Operating Procedure for remote learning.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

- Childline - for support.
- UK Safer Internet Centre - to report and remove harmful online content.
- CEOP - for advice on making a report about online abuse.

We will make sure parents and carers:

- are aware of the potential risks to children online and the importance of staying safe online.
- know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school.
- know where else they can go for support to keep their children safe online.

This will be done via SchoolComms, school website, Twitter and Instagram posts.

12. Mental health

12.1 Children Returning to School

Staff and volunteers will be aware of the possible effects that this period may have had on students' mental health. They will look out for behavioural signs, including students being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Support will include

- Curriculum and pastoral adaptions to allow for emotional support.
- Referral to on line platforms such as Kooth, Chat Health, Childline.
- Referrals to in school support – Safeguarding, Mentor, Head of Year, Thinc, YPCS – these services may be offered virtually.
- Reintegration timetable and Nurture provision

12.2 Children at Home

We will direct all students, parents/carers and staff to resources to support good mental health at this time. This will be done directly via SchoolComms, on Microsoft Teams, via Twitter, Instagram and on the school website.

We will also continue to offer support through:

- Wellbeing phone calls by the pastoral teams.
- Referral to support services such as THINC, Educational Psychologist, YPCS and 42nd Street who will offer virtual and remote sessions.
- Referral to support services, such as CAMHS.

When setting expectations for students learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Regular reminders will be sent out to children via SchoolComms, Microsoft Teams, Twitter, Instagram and school website. They will be advised that they can contact a

member of staff at school if they have concerns about their own or someone else's well-being, on 0161 882 1150 or by emailing staysafe@chorltonhigh.manchester.sch.uk.

13. Staff Recruitment

13.1 Recruiting New Staff and Volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS. New staff must still present the original documents when they first attend work at our school.

Similarly, temporary measures allow right to work checks to be carried out by verifying scanned documents on a video call. If we need to take this approach, we will follow Home Office and Immigration Enforcement guidance. We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' From Other Schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

14. Safeguarding Induction and Training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

All Staff have been directed to complete the following on line safeguarding training on Educare, if they have not already done so:

- The Prevent duty.
- Mental Well-being in Children and Young People.
- Adverse Childhood Experiences (ACES).
- Dealing with Bereavement and Loss.
- Female Genital Mutilation Awareness.
- Equality and Diversity.

14.1 New and 'on loan' Staff Induction

New staff and volunteers will continue to receive:

- A safeguarding induction.
- A copy of our children protection policy (and this addendum).

- Keeping Children Safe in Education part 1.

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum.
- Confirmation of local processes.
- Confirmation of DSL arrangements.

14.2 DSL Training

The DSL may not be able to take part in training during this period. If this is the case, the DSL will continue to be classed as a trained DSL even if they miss their refresher training. The DSL will do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

15. Keeping records of who is on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.
We will continue to keep our single central record up to date.
We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'.
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere.

16. Children Attending Other Settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information. Wherever possible, our DSL and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them.
- The child's EHC plan, child in need plan, child protection plan or personal education plan.
- Details of the child's social worker.
- Details of the virtual school head.

Where the DSL or SENCO cannot share this information, the senior leader(s) identified in section 4 will do this. We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

17. Monitoring Arrangements

This policy will be reviewed as guidance from the local safeguarding partner, the local authority or Department for Education is updated, and as a minimum every 3-4 weeks by Gabi Xiberras -DSL. At every review, it will be approved by the full governing board.

18. Links with Other Policies

This policy links to the following policies and procedures:

- Safeguarding policy

- Attendance policy
- Alternative Provision policy
- Staff Code of Conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy

Guidance documents/appendices for school policies:

Keeping Children Safe in Education September 2021

Sexual violence and sexual harassment between children in schools and colleges, May 2018

Governors Handbook October 2020