



Safeguarding and Children Protection Policy

The Headteacher, who has the ultimate responsibility for safeguarding is **Louise Lynn**
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In her absence, the authorised member of staff is **Tracy Gallier**
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KEY SCHOOL STAFF & ROLES

Name	Role	Location and/or Contact Phone Number
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NAMED GOVERNOR * for Safeguarding & Prevent	Contact Phone Number/Email
David Clifford	

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

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

If staff, volunteers or visitors have concerns about a child they will...

Raise these with the school's designated child protection lead. The child protection lead will decide whether to make a referral to children's social care; it is important to note that any staff member can refer their concerns to children's social care directly.

Where a child (or children) and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there will be an Early Help Assessment (EHA).

If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to children's social care immediately. Anybody can make a referral.

If the child / children's situation does not appear to be improving the staff member with concerns will press for re-consideration. Concerns should always lead to help for the child / children at some point (see DfE Safeguarding Guidance 2015 p10).

If a **teacher**, in the course of their work in the profession, discovers that an act of **FGM** appears to have been carried out, on a girl under the age of 18, **the teacher must report this directly to the police.**

If staff have concerns about another staff member, this should be referred to the head teacher. Where there are concerns about the head teacher, this should be referred to the chair of the Trust.

If staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime internally or externally, the school has appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies. The whistle blowing policy can be found on the school's website

NSPCC Whistleblowing Helpline: 0800 028 0285.

Details of concerns and incidents are recorded on the CPOMS system, so that a comprehensive record and chronology of concerns, incidents and actions is maintained by the school.

Advice line contact numbers

Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 219 2895**,

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

National Society for the Prevention of Cruelty to Children (NSPCC): **0808 800 5000**

Local Authority (LA) Safeguarding in Education Team: **0161 245 7171**

Manchester LA Designated Officer (formerly LADO): **0161 234 1214**.

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THIS POLICY MUST BE READ IN CONJUNCTION WITH KEEPING CHILDREN SAFE IN EDUCATION (SEPTEMBER 2019) PART ONE

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.

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 Early Help Assessment (EHA) is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life.

Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:-

'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'
(KCSIE September 2019)

At Piper Hill High School:

- We respect one another
- We value the wellbeing of all staff and children
- We expect the best
- We value cooperative working
- We recognise that everyone is an individual and we value diversity
- We value learning

2. ROLES & RESPONSIBILITIES

2.1 Our Headteacher will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of children, are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.

- All staff and volunteers understand and comply with our Code of Conduct.
- Safer recruitment and selection of staff and volunteers is practised. The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" September 2019 by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
- All staff receive relevant training, which is updated regularly.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed safeguarding SEF proforma to the LA as requested
- A Designated Senior Member of staff, known as the DSL, for children protection is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Enough time and resources are made available to enable the designated member of staff to discharge their responsibilities, including regular refresher training and attendance at inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its children by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection Policy is available on our website and is included in the Staff Handbook. All volunteers will be made aware of the schools safeguarding and children protection policy and arrangements.
- We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. We 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 such concerns are addressed sensitively and effectively.
- Any staff commissioned from external agencies / organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We 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 children and staff.
- Volunteers and visitors to school in respect of whom no checks have been obtained are never left unsupervised in school.
- All contractors, or employee of contractors, are subject to an appropriate level of DBS check as necessary. Under no circumstances, will contractors for whom no checks have been made work unsupervised where their work would bring them into contact with children. Where it is unavoidable that contractors have to be on site during the children day then a robust risk assessment procedure is in place.

2.2 Our **Governing Body** will ensure that:-

- All policies, procedures and training in our school are effective and comply with the law at all times.
- A member of the governing body is identified as the designated governor for Safeguarding and for Prevent and receive appropriate training.
- A member of the Trust board, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the head teacher, a member of governing body or trust board.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Named Safeguard governor will liaise with Safeguard lead to come in to School, discuss current policies and procedures, and observe them in practise.
- Our safeguarding and children protection policy, is reviewed and shared with all staff, at least annually. The Head and designated Safeguard lead will amend policy in line with local and National safeguarding guidance and procedures.
- School has a staff code of conduct policy in place, which is shared with all staff and includes use of social media.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures and 'keeping children safe in education September 2019'.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes, as part of the induction process.
- There is appropriate challenge and QA of the safeguarding policies and procedures.
- 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 and radicalisation and extremism.

2.3 The **Designated Safeguarding Lead (DSL)** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL and Safeguarding team will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend appropriate designated safeguarding lead training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide support and training for staff and volunteers.
- Ensure that all referrals made to Children's Services are effective and in line with MSCB

procedures. Any referral made is completed with Designated Safeguard lead with Head being notified of the referral. All referrals are recorded on CPOMS and allocated to a member of the safeguard team to follow up with any actions.

- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. All members of the safeguard team attend regular training and updates in line with Local and National guidance. The Safeguard team have weekly meetings to discuss individual cases and any actions including staff supervision. All members of the safeguard team have professional development targets linked to Safeguarding which is reviewed on a termly basis with their line Manager.
- 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 children. All visitors to school receive an information booklet which explains the procedure for reporting any concerns and also identifies who the safeguarding team are and where they can be found.
- Always be available during school hours during term-time, and at other times as designated by the Head teacher. Out of hours and holiday cover, will be managed by the head teacher and the designated safeguarding lead, contactable through the email addresses published on the school website.
- Name a senior member of the safeguarding team as the designated teacher for LAC, with a responsibility for PEPs.
- Monitor attendance in line with school policy and procedure and follow up any concerns with the parents/carers and/or the appropriate agencies.
- Complete a safeguarding handover as soon as possible when children move to and from a new establishment, sending safeguarding information via CPOMs or in a hard copy. This will be transferred separately from the children's main file and confirmation of receipt should be obtained.

2.4 All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g. Behaviour Management Policy
- Provide a safe environment where children can learn
- Be approachable to children and respond appropriately to any disclosures, following the schools reporting procedures.
- Never promise a children that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the children
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals

- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role Provide targeted support for individuals 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 directly to the police.**

3. TRAINING AND AWARENESS RAISING

- All new staff and regular volunteers will receive appropriate safeguarding information during induction. It is the responsibility of all staff to ensure they are aware of systems within the school which support children protection and these will be explained to them as part of staff induction. This includes: the school's children protection policy; the school's staff code of conduct; and the role of the designated children protection lead. All staff will receive children protection training which addresses: basic children protection information about the school's policies and procedures, PREVENT strategy, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, FGM and forced marriage. How to manage a disclosure from a children as well as when and how to record a concern about the welfare of a children how to recognise warning signs and symptoms in relation to specific children protection issues. Staff will be updated and training delivered in national and local initiatives for example, Domestic Abuse, Children Sexual Exploitation.
- All staff must ensure that they have read and understood 'KCSIE' (Appendix A). All staff are given a copy and must sign to say they have read and understood the document. This is completed online on the Trust EVERY system. Staff have time given to read the document.
- All staff will receive annual children protection and PREVENT training/refresher which all staff must sign to say they have attended training. Sam Rushton – HR lead at Piper Hill keeps a training attendance register to track who has had training and when refresher courses are needed.
- Piper Hill subscribes to EDUCARE an online staff training package. In addition to face to face safeguarding training, all staff are expected to complete, where necessary any online courses to reinforce policy, procedures and understanding e.g. children protection refresher, FGM awareness, online safety.
- All staff members will receive regular safeguarding and children protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively. Updates are given in weekly meetings to all members of staff along with regular training updates. The safeguard board at the School entrance has a bulletin board that is updated regularly.

4.0 SAFEGUARDING / CHILDREN PROTECTION POLICY & PROCEDURES

4.1 CHILDREN VOICE

Children are encouraged to contribute to the development of policies and share their views. Children voice is valued and the School Council is afforded respect and is involved appropriately in decision making. Children are given responsibility in supporting other children and are involved in routine organizational tasks and activities.

4.2 ATTENDANCE

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

4.3 EXCLUSIONS

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

4.4 VULNERABLE GROUPS

4.4.1 At Piper Hill we ensure all key staff work together to safeguard vulnerable children. 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. Piper Hill has an active parents, carers and friends group which meets on a weekly basis. We have a 'bring your family for tea' offer once a week. This is a free offer for children and their families, where they can come along for a free hot meal and meet other parents/carers and siblings. It is run by Piper Hill staff with senior leaders attending on a regular basis. The safeguarding team will highlight any families who may benefit from this offer and support them to attend. Where relevant external partners attend meetings to offer advice and support from other agencies e.g. early help offer, short breaks.

The school actively pursues all absence – we know which children are at risk of becoming/or are persistently absent. Non-attendance is understood as a potential children protection issue. A member of the schools safeguarding team checks the children absence board every morning and follows up any concerns appropriately.

The school does not exclude children but tries to find alternative ways of supporting them. The school does not see children 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.

The safeguarding team have weekly safeguard meetings to discuss individual children who they feel need additional support and where this may come from. School holds whole school multi agency meetings on termly basis, children across school who are identified as needing additional support from other agencies are brought to the meeting for further discussion. Parents/Carers of children who are being discussed, are informed of the meeting but are not required to attend. Professionals invited include health, social care, CAMH's and caseworkers. All meeting notes are recorded on CPOMS and are monitored to ensure actions are followed up and impact of any interventions can be measured.

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the children, such as substance abuse, adult mental health problems or domestic abuse
- is an international new arrival, refugee or asylum seeker
- is looked after, previously looked after or under a special guardianship order.

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

5 CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

5.1 KEEPING RECORDS

If staff, volunteers or visitors have concerns about a children they will raise these with the school's designated safeguard lead. The safeguard lead will decide whether to make a referral to children's social care; it is important to note that any staff member can refer their concerns to children's social care directly. Where a children and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there will be an Early Help Assessment (EHA).

If, at any point, there is a risk of immediate serious harm to a children a referral will be made to children's social care immediately. Anybody can make a referral.

If the children's situation does not appear to be improving the staff member with concerns will press for re-consideration. Concerns should always lead to help for the children at some point. (see DfE Safeguarding Guidance 2015 p10)

Staff should be aware of new reporting requirements with regards to known cases of female genital mutilation (FGM).

If staff have concerns about another staff member then this should be referred to the head teacher. Where there are concerns about the head teacher this should be referred to the chair of the Trust.

The Trust encourages staff and volunteers to raise concerns about poor or unsafe practice and potential failures in the school or college's children protection regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's leadership team.

We keep and maintain up to date information on children on the school roll including where and with whom the children 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 children's life.

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

We keep secure the safeguarding records electronically on CPOMs

We send a children's children protection or safeguarding file separately from the main file to a new establishment if a children leaves the school and keep a copy of the file in accordance with our Transfer of Records Policy (See Appendix E) and LA Guidance (See Appendix F)

5 RECORDING AND REPORTING CONCERNS

5.1 All concerns are reported to the safeguarding team and are recorded electronically on CPOMs. All staff receive regular training from the designated safeguard lead on effective use of CPOMs. Body maps, meeting notes, hand written incident reports will be handed into the safeguarding office and will be scanned into individual children document vaults on CPOMs.

5.2 INFORMING PARENTS/CARERS

5.2.1 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.

5.2.2 In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their children and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).

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

5.3 MULTI-AGENCY WORKING

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

5.3.2 We will notify Children's Social Care if:

- a children subject to a children protection plan is at risk of permanent exclusion.
- there is an unexplained absence of a children who is subject to a children protection plan of more than two days from school.
- it has been agreed as part of any children protection plan or core group plan.

5.4 CONFIDENTIALITY & INFORMATION SHARING IN LINE WITH GDPR GUIDANCE

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

5.4.2 Information about children will only be shared with other members of staff on a need to know basis.

5.4.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the children's best interests, in order to safeguard them.

5.5 CHILDREN PROTECTION (CP), CHILDREN IN NEED (CIN) & TEAM AROUND THE CHILDREN/FAMILY (TAC/TAF) MEETINGS AND CONFERENCES

- 5.5.1** Members of staff who are asked to attend a CP conference or other core group meetings about an individual children/family will need to have as much relevant updated information about the children as possible.
- 5.5.2** A CP conference will be held if it is considered that the children is suffering or at risk of significant harm.
- 5.5.3** Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. A member of Safeguard team will attend any CP and CIN conference and reviews. For those that are held in the holidays, every effort will be made to ensure a member of our Safeguarding attends. If in the unlikely case someone is not able to attend then a full report will be sent from School with a request that the minutes of the meeting be sent to the Schools designated safeguard lead.
- 5.5.4** We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/carers. We will use the most up to date proforma.

5.6 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

- 5.6.1** Any concern, disclosure or expression of disquiet made by a children will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 5.6.2** All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 5.6.3** We will make sure that the children 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.
- 5.6.4** We will endeavour to keep the children or adult informed about the progress of the complaint/expression of concern.

5.7 SERIOUS CASE REVIEWS

The MSCB will always undertake a serious case review when a children dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process.

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

- **THE CURRICULUM**

We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to children care and parenting skills.

- 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.
- 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.
- 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 children.
- Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.
- We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage.

- **E-SAFETY**

- E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school is to help raise educational standards, promote children's achievement, and support the professional work of staff, as well as enhance our management information and business administration.
- The internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite.
- We follow the MSCB guidelines 'Safeguarding online guidelines for minimum

- standards' and the advice on the UK Safer Internet Website
- We work with children and parents to promote good practice in keeping children safe online.

- **SAFER RECRUITMENT & SELECTION OF STAFF**

- Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE'.
- The Headteacher and governing body will ensure that all external staff and volunteers using our site have been DBS checked.
- 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.
- At least one member of each recruitment panel will have attended safer recruitment training. All of the senior leadership team will complete Educare online safer recruitment training.
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- The school maintains a single central record of recruitment checks undertaken.
- The school commissions an external safeguarding review every two years, which includes safer recruitment and selection of staff.

- **MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

- We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers.

The Trust has complaint procedures in place to handle allegations against members of staff and volunteers in line with current national guidance. This information can be found on the school's website.

- 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 children while at the same time providing support for the person against whom the allegation is made.
- Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)
- We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. See previous hyperlink to whistle blowing policy for further information.

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** All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained.
- 10.3** We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We will always check the identity of contractors and their staff on arrival at the school or college. Wherever possible all contracted work will be completed either during the school holidays or outside of school times e.g. evenings and weekends. If this is not possible, the head teacher and designated safeguarding lead will determine the appropriate level of supervision depending on the circumstances.
- 10.4** We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- 10.5** We will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared. Their attendance will be monitored by us in accordance with the School Register Regulations We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child under the age of 16 on a placement has been subject to the appropriate level of DBS check. If the activity undertaken by a child 16 years of age or over on work experience gives the opportunity for contact with children, we will consider whether a DBS enhanced check should be requested. All school trips are fully risk assessed and no children will be taken offsite without parental permission.
- 10.6** For residential trips all appropriate paperwork will be completed and sent to the health and safety officer at the local authority for sign off. This complies with our quality assurance procedures.
- 10.7** We have an up to date Health and safety policy.

APPENDICES

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

APPENDIX A - 'Keeping Children Safe in Education' September 2019 Part 1 - to be read by all staff

APPENDIX B Legislation, Statutory Guidance & Ofsted Framework

1. Keeping Children Safe in Education' - latest update, currently September 2019
2. Ofsted Section 5 Inspection Framework for Schools, August 2016
3. 'Working Together to Safeguard Children' , July 2018
4. Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
5. FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
6. Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
7. DFE Statutory Policies for Schools, Sept 2014,
8. DFE Children Missing Education, Stat Guidance, Sept 2016
9. DFE Designated Teacher for LAC Guidance, Nov 2009
10. DFE Supervision of Regulated Activity, Jan 2013
11. Alternative Provision, Stat guidance, Jan 2013
12. Teachers' Standards, updated June 2013
13. Governors' Handbook, Jan 2017
14. 'Listening to & involving children & young people', stat guidance, Jan 2014
15. Health & Safety Legislation

APPENDIX C - Non-statutory Guidance

- 1 DFE 'What to do if you are worried a children is being abused - Advice for Practitioners' [_](#)
- 2 'Safer Working Practices', Safer Recruitment Consortium, Oct 2015
- 3 DFE National Standards of Excellence for Headteachers, Jan 2015
- 4 DFE 'Use of Reasonable Force in Schools', July 2013
- 5 United Nations Convention on the Rights of the Children, Article 2,3 6 & 12
- 6 NSPCC Whistleblowing Advice line

APPENDIX D - MCC & MSCB Policies, Procedures & Guidance

Links to:-

1. MSCB Website:- <https://www.manchestersafeguardingboards.co.uk>
2. MSCB Policies
3. MSCB Multi-agency Levels of Need & Response Framework, April 2015
4. Safeguarding Concerns, Guidance & Proformas
5. MSCB LADO Referral Process
6. MSCB Learning From Serious Case Reviews
7. Help & Support Manchester Website:-
8. Early Help Strategy, Guidance, Assessments & Referrals
9. Signs of Safety Strategy, Guidance & Resources

APPENDIX E - Links to Other Relevant School / EY Setting / College Policies / Procedures

1. Health and Safety
2. Physical Interventions/Restraint
3. Work Experience and Extended work placements
4. Sex and Relationships Education
5. Equal Opportunities
6. E-Safety
7. Extended Schools Activities
8. Behaviour policy
9. Trips and Visits
10. Toileting and Intimate Care
11. Looked After Children
12. Anti-bullying
13. Administration of Medicines
14. External visitors/speakers

APPENDIX F - Other Relevant Education Department Policies / Guidance

All these are available on the Manchester Schools Hub Website.

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

APPENDIX G - Abbreviations

AP	Alternative Provision
CiN	Children in Need
CP	Children Protection
CPOMS	Electronic record keeping systems used in many schools in Manchester
CSC	Children's Social Care
DFE	Department for Education
DO	Designate Officer (formerly LADO)
DSL	Designated Safeguarding Lead
EH	Early Help
EHA	Early Help Assessment
LA	Local Authority
LAC	Looked After Children
LAC DP	Designated Teacher for LAC
LADO	Local Authority Designated Officer
MASH	Multi Agency Safeguarding Hub
MCC	Manchester City Council
MSCB	Manchester Safeguarding Children's Board
SEN	Special Educational Needs
SENCO/SENDCO	SEN Co-ordinator
SG SEF	Safeguarding Self Evaluation Framework
SOS	Signs of Safety

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

Review Date	Changes made	By whom
September 2018	Policy created	Louise Lynn
September 2019	Policy reviewed	Louise Lynn

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2018-2019		