



Piper Hill
HIGH SCHOOL

Child Protection & Safeguarding Policy

September 2021

Author: Kelly Hamilton

Date: September 2021

Ratified by Governing Body:

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

Review Date	Changes made	By whom
19.11.20	Policy created	Sian Hughes
05.02.21	Policy updated	Kelly Hamilton
28.09.21	Policy updated	Kelly Hamilton
28.09.22		

Piper Hill High School

NAMED GOVERNOR for Safeguarding & Prevent	Contact Phone Number/Email
David Clifford	d.clifford100@googlemail.com

The Headteacher who has the ultimate responsibility for safeguarding is **Louise Lynn**
l.lynn@piperhill.manchester.sch.uk

In their absence, the authorised member of staff is **Kelly Hamilton** (Deputy Head Designated Safeguarding Lead)
k.hamilton@piperhill.manchester.sch.uk

Telephone: 0161 436 3009

Out of hours safeguarding contact number: 07483 944836

KEY SCHOOL STAFF & ROLES

Name	Role	Location and/or Contact Phone Number
Rachel Hughes	Deputy Head DSL Post 16 Lead	0161 413 8839
Sheila Blundell	TA3 Safeguarding Post 16	0161 413 8839
Terri Hargreaves	TA4 Safeguarding	Main site 0161 436 3009
Sue Thorpe	TA4 Safeguarding	Main site 0161 436 3009
Lynn Edge	TA3 Safeguarding / Admin	Main site 0161 436 3009

Summary of Urgent Procedures

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

In all instances where staff have a concern this will be written down and reported immediately to the Head Teacher Louise Lynn, The Senior Designated Safeguarding Lead Kelly Hamilton or in their absence a member of the school safeguarding team. Concerns can also be emailed to DG-PIP-SAFEGUARDING.

Piper Hill 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 event in a child'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 by calling 0161 219 5400

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 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 Governors, Bev Rudyard.

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.

If a concern cannot be followed in this way than staff or volunteers should call the school safeguarding mobile 07483 944836 and speak directly to the DSL.

Alternatively, staff should contact the NSPCC on:

NSPCC Whistleblowing Helpline: 0800 028 0285.

Email-help@nspcc.org.uk

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.

At all times at Piper Hill High School staff will maintain an attitude that 'it could happen here' in line with KCSIE 2021 'What school and college staff should do if they have any concerns about a child.'

Piper Hill Staff will be clear that they should 'not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care'.

Keeping Children Safe In Education 2021

Advice line contact numbers

Social Care Advice and Guidance Service 0161 234 5001

Complex Safeguarding Hub Advice Line 0161 226 4196

MCC Safeguarding In Education Team 0161 245 7171

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

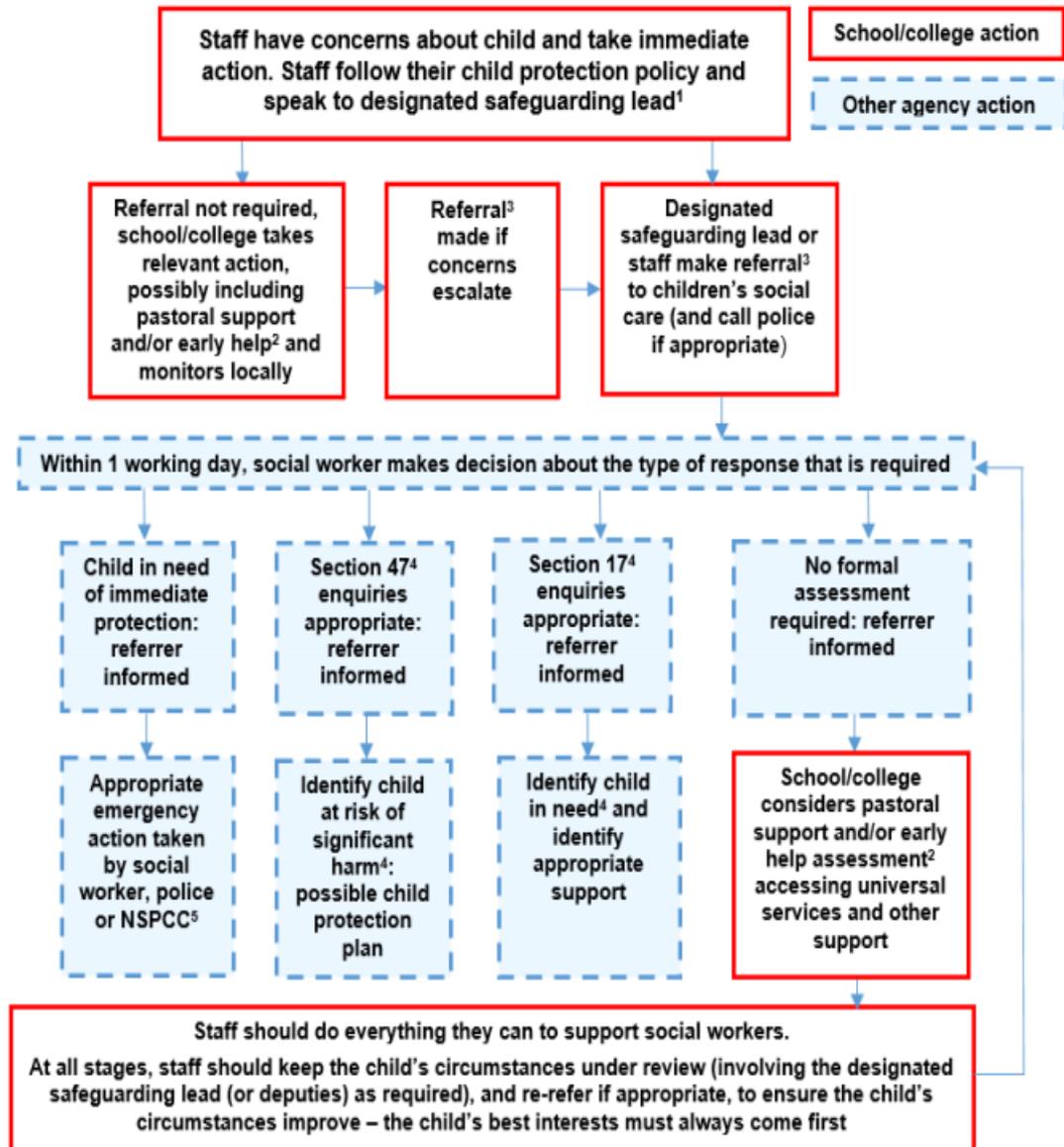
Local Authority (LA) Safeguarding in Education Team: 0161 245 7171

Manchester LA Designated Officer (Also known as LADO or DOLA): 0161 234 1214

Our procedure for whistleblowing if there is an urgent concern about child welfare or safeguarding that cannot be dealt with through our usual systems is:-

- If a child is at immediate risk of harm call the police on 999
- If parents/carers/public have any worries about a child's safety or welfare, they speak to a Contact Officer at the Manchester Contact Centre on 0161 234 5001
- NSPCC Whistleblowing Helpline: 0800 028 0285 or email help@nspcc.org.uk

Actions where there are concerns about a child



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THIS POLICY MUST BE READ IN CONJUNCTION WITH KEEPING CHILDREN SAFE IN EDUCATION (SEPTEMBER 2021) 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.

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

At Piper Hill High School our approach is child centred.

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.’ (KCSIE 2021, Part 1, p 7)

All staff at Piper Hill High School receive annual training which draws attention to the signs and symptoms of abuse. Training for all staff over the 2021-2022 school year highlights the priorities within KCSIE 2021 regarding Peer on Peer Abuse and includes where that may take place online, the risks of extra familial harm and particular vulnerabilities including SEND and communication difficulties as experienced by the pupils at Piper Hill School.

Information regarding the different types of abuse can be found in Appendix A of this policy.

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

At Piper Hill High School the Local Governing Body facilitates a whole school approach to safeguarding. They ensure safeguarding and child protection are at the forefront and underpin

all relevant aspects of process and policy development. All systems, processes and policies operate with the best interests of the pupils at heart.'

For the purpose of this document 'Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental health or physical health or development;
- ensuring that children grow up in circumstances consistent with the
- provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.'
- (KCSIE 2021 p 6)

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

1.1 Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education September 2021' Our policy ensures that we comply with our Statutory Duties (Appendices B & C)

1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix D)

1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix E)

1.4 Our policy complements and supports other relevant school policies (Appendix F).

1.5 Our policy is regularly reviewed, and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR GOVERNING BODY

Our Governing Body have a strategic leadership responsibility for our school's/college's safeguarding arrangements and will ensure that they comply with their duties under legislation. They will have regard to KCSiE 2021, ensuring policies, procedures and training in their schools/colleges are effective and comply with the law at all times.

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

The Governing Body will ensure that:

- A named member is identified as the designated governor for Safeguarding and receives appropriate training.
- They facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.
- Where there is a safeguarding concern, they and school/college leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The systems in place are well promoted, easily understood and accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. PSHE and Citizenship lessons promote and embed understanding of Rights and Responsibilities. The Piper Hill RSE policy and curriculum supports pupil understanding of abuse, including Peer on Peer Abuse and how to respond to and report this. The school council promotes pupil voice and there are displays around school which are explicit and designed for pupil understanding.
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school/college has an effective Child Protection Policy which is read by all staff and is available on the school website.
- The school/college has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained as required.
- More than one emergency number is held on file for each pupil/student
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. The Safeguarding Governor liaises with the DSL on a termly basis and shares information with the Local Governing Body as appropriate.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually, and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. During periods of crisis the DSL will add appendices in line with regional and national guidance. These will be shared with all staff.

- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff, volunteers and contractors including overseas checks where relevant. A senior staff member who has completed safer recruitment training will participate in any selection process and all interviewing panels will have at least one participant who has completed safer recruitment training. Satisfactory references must be received prior to any new staff taking up a post at Piper Hill High School.
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors and these are in line with KCSIE 21 and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All staff and volunteers who have regular contact with children and young people and contractors who are in contact with children and young people receive appropriate training and information about the safeguarding processes. Processes and procedures along with policies are shared with staff at the start of the school year. Changes and updates are shared with staff throughout the school year. All new staff employed through the school year complete a detailed induction within the first week of taking up their post. Records of training are maintained by the DSL
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. Under the direction of the head teacher the DSL reviews and updates all policies and procedures at the start of the school year in the light of any new guidance from the Local Authority. Working closely with the Safeguarding In Education Team procedures and policies are updated through the school year when necessary. The DSL completes annual internal and external audits and the Safeguarding Team participate in regular supervision.
- Our governors are able to challenge that online safety and online education duties are fulfilled.

OUR HEADTEACHER

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

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

At Piper Hill High School we work in partnership with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. (KCSIE 2.103)

All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.' (KCSIE, 2.104)

Our Head Teacher is fully aware of statutory guidance in KCSIE and will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers, volunteers and contractors understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested.
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through consultation with pupils and parents and is accessible to all children. Pupil voice is promoted in lessons and through the school council. The UNICEF Rights Respecting Schools Award means that pupils understand their rights and responsibilities. Displays around school identify clearly who pupils can talk to. Staff are highly trained in the identification of signs and symptoms with pupils who experience a range of communication difficulties.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. The DSL and Safeguarding teamwork in close partnership with Local Safeguarding Partners and will escalate any concerns where considered necessary. This will include direct referral to the Strategic Lead for Safeguarding in Manchester. The DSL is available out of hours and during holidays via email or use of the school safeguarding phone.
- 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 regarding the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively. All adults entering the school are made aware of the safeguarding team members and the expectations and procedures regarding child protection at Piper Hill High School through displays and detailed handouts which are shared on arrival in the school. Clear guidance regarding the procedure for whistleblowing is found throughout the school.
- Any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.

- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff.
- The school building is extremely secure and can only be accessed via electronically fobbed gates and doors. All visitors to the school are required to sign in and out of the reception area. Piper Hill staff are well trained on the need to challenge any visitors to the school site who are not displaying an appropriate badge. At Piper Hill we carry out thorough checks into the backgrounds of any visitors who may work with staff or pupils to ensure that there is no risk of pupils or staff being exposed to any form of extremism

2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

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

The DSL and Safeguarding Team at Piper Hill High School will:

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture of listening to children and taking account of their wishes and feelings, and understand the difficulties some children may have in approaching staff about their circumstances
- Work closely with the school's lead for mental health
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers. All staff will receive annual staff training which will cover the following:
 - Sign and symptoms of abuse
 - Keeping Children Safe In Education 2021
 - Piper Hill High School Safeguarding Team & Safeguarding Procedures
 - Piper Hill High School Code of Conduct
 - Piper Hill High School Whistleblowing Procedure
 - E Safety
 - Piper Hill High School Acceptable Use Policy

A register of staff attending training is maintained by the DSL.

- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, and follow escalation process if necessary. All referrals will be recorded using CPOMS. Where no response is received, or the safeguarding team are unsatisfied with the response given then the referral will be escalated in line with MCC guidelines.
- Understand the assessment process for providing early help

Have a working knowledge of how local authorities conduct a child protection case conference and review conference and be able to attend and contribute to these effectively. The DSL will attend Child Protection Conferences and will ensure that reports for the same are circulated in line with MSCB guidelines. The DSL completes reports for Child Protection Conference using a Signs of Safety approach.

Refer cases to the Channel programme where there is a concern of radicalisation or support other staff who have made such referrals.

- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice. Piper Hill will work closely with other schools across the Trust to maintain high quality supervision.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Create and maintain child protection files and keep them up to date.
- Keep information confidential and store securely with a separate file for each child. Pupil files are held electronically on CPOMS or in a secure, locked filing cabinet in the room of the DSL.
- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues
- Share and transfer safeguarding and child protection information as appropriate. Information will be passed discreetly and professionally, maintaining confidentiality at all times without placing children or adults at risk. A record of this will be maintained by the DSL.
 - Always be available during school hours during term time, and at other times as designated by the Head Teacher. The DSL has an out of hours school mobile which is shared with staff, professionals and parents.
 - Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
 - Understand the lasting impact that adversity and trauma can have on children and young people
 - Ensure the child protection policy is available publicly and parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this. The Child Protection and Safeguarding Policy is available on the school website. In instances where there is potential risk to a child by informing parents / carers school will always seek advice from Local Safeguarding Partners, in particular from the Multi Agency Safeguarding Hub [MASH].

Within the safeguarding team at Piper Hill High School overall responsibility is held by Kelly Hamilton as the Senior Safeguarding Lead or in her absence Rachel Hughes the Deputy

Safeguarding Lead

The Head Teacher Louise Lynn is the designated lead for LAC.

The Attendance Lead at Piper Hill School is Deputy Head Teacher Kelly Hamilton

Early Help Assessments are led by the DSL and completed by a member of the safeguarding team.

SCHOOL/POST 16 STAFF

2.4 ALL STAFF

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

All staff will:

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

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

3. TRAINING AND AWARENESS RAISING

3.1 In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety) and be made aware of the systems within the school/college which support safeguarding e.g. the Behaviour Policy.

Annual training will be delivered in line with school guidelines at the start of each school year with regular updates [7-minute briefings where appropriate in line with MSCB

guidance and weekly email refreshers] throughout the year. New staff who join in year will receive a thorough safeguarding induction.

- 3.2** All staff must ensure that they have read and understood Keeping Children Safe in Education: Part One/Annex A and/or Annex B
- 3.3** All staff will receive regular child protection training at least every 2 years and an annual update which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes. Training is always needs based and impact is measured via follow up surveys.
- 3.4** All staff members will receive regular safeguarding and child protection training and updates, including online safety and peer on peer abuse providing them with relevant skills and knowledge to safeguard children effectively. These will be delivered in whole staff briefings and supported by a range of resources. The DSL maintains a record of training completed by staff.
- 3.5** To recognise the expertise built within staff by training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy (KCSIE Part 2, 116)
- 3.6** All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years.
- 3.7** All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. Wherever possible pupils at Piper Hill High School have been encouraged to contribute to the development of policies and share their views. Detailed consultation takes place in lessons with pupils about policies relating to their wellbeing such as the Anti Bullying Policy.

4.2 POOR ATTENDANCE

- 4.2.1** We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. Any concerning patterns are reviewed. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.
- 4.2.2** Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.2.3** We implement the statutory and LA requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and

understand how important this practice is in safeguarding children and young people. For further information see Piper Hill High School Attendance Policy

- 4.2.4** We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2021) to assist with strategies for supporting children and young people experiencing anxiety to return to school.
- 4.2.5** We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date. (MCC)

4.3 ALTERNATIVE PROVISION (AP)

- 4.3.1** We will only place children in AP which is a registered provider and has been quality assured. MCC advise that schools should only use AP that has been judged by Ofsted to be Good or better.
- 4.3.2** Children who require access to AP will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by us in accordance with the School Register Regulations (secondary schools only). Our DSL will work together with the DSL at the AP to ensure that any safeguarding concerns are followed up appropriately.

4.4 EXCLUSIONS

- 4.4.1** We comply with statutory regulations and with the LA Inclusion Policy (October 2019, updated 2021).
- 4.4.2** The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EHA, CiN or CP, the EH Practitioner or Social Worker will be informed.
- 4.4.3** We will work with the Weapon Carrying in Schools and Colleges guidance to assist in decision making around exclusion and other responses to carrying or using weapons in school.
- 4.4.4** Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved

4.5 VULNERABLE GROUPS

- 4.5.1** We ensure that all key staff work together to safeguard vulnerable children. The Piper Hill Safeguarding Team meet weekly and minutes are taken and uploaded into CPOMS. Outcomes from the safeguarding meeting are shared with senior staff and other professionals where appropriate. The school Attendance Team meet weekly to monitor pupil absence and target interventions for support where required. CPOMS is used to record all safeguarding information and to monitor vulnerable pupils. Piper Hill staff use Iris Adapt to record any behaviour incidents and information from this is used to identify cases where changes in behaviour could reflect a Child Protection concern.

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

- Is disabled or has certain health conditions and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending?
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the school day

Additionally, these children will also be considered

- International new arrival, refugee or asylum seeker
- Looked after, previously looked after or under a special guardianship order.
- Has or has had a social worker

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

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in managing or reporting these challenges. (KCSIE, Part 2, 185)

4.5.4 Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. (KCSIE, Part 2, 169-175)

4.5.5 We ensure that staff consider the context in which incidents occur and whether any wider environmental factors (extra-familial harm) are present in a child's life that are a threat to their safety and/or welfare.

4.5.6 We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and the Virtual School.

4.6 PEER ON PEER/CHILD ON CHILD ABUSE

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

4.6.2 Our Peer on Peer Abuse Policy clearly outlines our procedures and approach to this issue and are summarised below:

- The procedures to minimise the risk of peer on peer abuse
- The systems in place for children to confidently report abuse, knowing their concerns will be taken seriously
- How allegations of peer on peer abuse will be recorded, investigated and dealt with
- Processes as to how victims, perpetrators and any other children affected by peer on peer abuse will be supported
- Recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported
- Our clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.
- Recognition that it is more likely girls will be victims and boys' perpetrators, but that all peer on peer abuse is unacceptable and will be taken seriously
- The different forms peer on peer abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2021

4.7 ELECTIVE HOME EDUCATION

4.7.1 We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child's best education is at the heart of the decision.

4.7.2 We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs

4.7.3 If a parent/carer informs us of their intention to remove their child/ren from school, we will, ideally, co-ordinate a meeting between ourselves, Manchester Elective Home Education Team and other key professionals to ensure the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, before the final decision is made.

4.7.4 We will inform Manchester LA of all deletions from the admission register when a child is taken off-role and we understand that a child may be removed from roll as soon as the parent has informed us of their decision.

4.7.5 We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education

4.8 COMMUNITY SAFETY

4.8.1 Serious violence

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

4.8.2 Child abduction and community safety incidents

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. The Piper Hill School PSHE Curriculum provides all pupils with the tools to keep themselves safe and is supported by additional thematic days which reflect National and Regional priorities.

4.8.3 Our response to children carrying knives or other weapons in school and in situations out of school is aligned to the Manchester Knife and Weapon Carrying in Schools and Colleges Guidance (Knife Crime Protocol) in which we take a holistic and measured approach on a case by case basis to such incidents in and out of school.

For further guidance see:

<https://www.manchestersafeguardingpartnership.co.uk/resource/knife-crime-information-for-all>

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

5.1 KEEPING RECORDS

At Piper Hill High School, we use CPOMS to record all Child Protection and Safeguarding matters. This includes reports, minutes of meetings and actions arising out of these. The DSL is the administrator for CPOMS.

Any paper records are held in a locked cabinet in the office used by the DSL.

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

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

5.1.3 We keep our safeguarding records secure.

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

5.2 RECORDING AND REPORTING CONCERNS

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

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

The process at Piper Hill High School is as follows:

- Step one-Staff will write down/email any safeguarding concern
- Step two-Staff will take/email that concern to the DSL [Kelly Hamilton] or DG-PIP-SAFEGUARDING in her absence take concern to another member of the Safeguarding Team/See List of names on Page 2 of this document.
- Step 3-DSL will take appropriate steps in line with guidance on Page 5 of this document. A record of all concerns raised will be maintained on CPOMS.

5.3 WORKING WITH PARENTS/CARERS

5.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.

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

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

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

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

5.4 MULTI-AGENCY WORKING

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

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

5.4.3 We will notify the named Social Worker if:

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

5.4.4 We will regularly review and escalate concerns if necessary, as detailed in KCSIE and will follow LA and MSP procedures if there is a need to re-refer or to escalate (KCSIE Part 2, 70)

5.5 CONFIDENTIALITY & INFORMATION SHARING

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

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

5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child’s safety, welfare and educational outcomes. This is a matter of routine.

5.5.4 We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.

5.5.5 We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSiE 110)

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

- 5.6.1** A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.
- 5.6.2** We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. At Piper Hill High School the Senior DSL monitors all pupils who are subject to Child Protection Plans and will submit reports and attend conferences. During holiday periods where attendance is not possible a report will be submitted ahead of the meeting.
- 5.6.3** Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.
- 5.6.4** Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- 5.6.5** We will discuss and share reports with the parents/carers before the conference.
- 5.6.6** All relevant staff will be confident in using the tools which are part of the Signs of Safety approach

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

- 5.7.1** Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 5.7.2** All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 5.7.3** We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.
- 5.7.4** We will endeavor to keep the child or adult informed about the progress of the complaint/expression of concern.

5.8 LEARNING FROM SERIOUS CASES

- 5.8.1** MSP will always undertake a child practice review or serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is

known or suspected to be a factor in their death. The purpose of the SCR is to:

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

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

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

6. THE CURRICULUM

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

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

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

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

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

6.5 All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Displays for children are prominent around school with up to date photographs of the safeguarding staff.

Children are encouraged to contribute to the development of policies. Pupil questionnaires are used to capture pupil voice and highlight areas for focus in school policy and practice.

Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2 119-122)

7. ONLINE-SAFETY

- 7.1** Online safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school/college approach empowers us to protect and educate pupils/students and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- 7.2** We consider the 4C areas of risk to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.
- 7.3** The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.4** Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in our E Safety policy but in summary, we do not permit pupils to have phones on their person during the school day. These must be passed to a senior member of staff at the start of the day and collected prior to the pupil departing.
- 7.5** We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. The IT team maintains a trust wide series of filters and Firewalls which prevent pupils being exposed to any inappropriate materials. Updates on these are provided to the DSL termly.

- 7.6** We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness.
- 7.7** We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information.
- 7.8** We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. No pupils at Piper Hill High School are permitted to have unsupervised access to technology while in school. All staff are required to read and be familiar with the Acceptable Use Policy.
- 7.9** We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 7.10** We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. We offer E Safety workshops for all parents. There are links on the school website for parents to support with E Safety.
- 7.11** We ensure that all staff adhere to safe and responsible online behaviour when providing home learning and communicating with families. All staff are familiar with the Code of Conduct and E Safety Policy. In particular staff do not under any circumstances accept friend requests from pupils or take photos of pupils on personal devices. Staff are aware of the requirement to report any safeguarding concerns relating to technology in line with whole school procedures as outlined in this policy.
- 7.12** As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSIE Part 2, 132-135)

8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1** Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE and the LA model policy for Safer Recruitment (Appendices B & E)
- 8.2** Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school/college. These measures are outlined below and expanded in our policies

- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.
- Our job adverts will include safeguarding requirements and the schools /colleges commitment to safeguarding and promoting to welfare of children
- Our job adverts will make clear that safeguarding checks will be undertaken
- We understand the process around filtering offences
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form.
- Shortlisted applicants will be asked to complete a self -declaration of their criminal record or information that would make them unsuitable to work with children
- Applicants must sign a declaration confirming information given is true
- References are obtained by the school/college before interview and open references are not acceptable
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
- We involve pupils/students in the process in a meaningful way
- All information in the decision-making process is recorded along with the decisions made
- Correct pre-employment checks are carried out and appropriately stored on the single central record
- We understand and acknowledge the processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate
- We understand the checks which need to be made for individuals who have lived or worked outside the UK
- We adhere to duties which must be performed in relation to agency and third-party staff, contractors, trainees or student teachers, visitors and volunteers
- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos

- 8.3 The Head Teacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate.
- 8.4 The school maintains a single central record of all recruitment checks updated and monitored at least termly.
- 8.5 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 8.6 Written notification will be requested from any agency or third-party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- 8.7 Risk assessments are carried out on all volunteer activities as required.

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

- 9.1 We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly
- 9.2 We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated
- 9.3 The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation
- 9.4 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'
- 9.5 The harms threshold indicates a person would pose a risk of harm if they have-
 - Behaved in a way that has harmed a child or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behavior that may have happened outside school/college, known as transferable risk)
- 9.6 Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusion

- 9.7** Concerns that do not meet the harm threshold may include
- Suspicions or nagging doubts about a member of staff
 - Complaints
 - Disclosures made by child, parent/carer or another adult within or outside of school/college
 - Inappropriate conduct outside of work
 - Those raised during recruitment and vetting processes
- 9.8** Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimising the risk of abuse
- 9.9** A low-level concern is not insignificant – it does not meet the harm threshold
- 9.10** Low level concerns are reported to the Head Teacher and may also be self-referred
- 9.11** Our Managing Allegations Policy details the processes and conclusion of low-level concerns and guidance about including information in references.
- 9.12** All allegations made against a member of staff, including supply staff, volunteers, contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 9.13** We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. Prominent displays around school as well as the Whistleblowing Policy state clearly how staff can report any concerns to the Chair of Governors or directly to the NSPCC if appropriate.

Historic allegations will be referred to the police

10.SAFETY ON & OFF SITE

- 10.1** Our site is secure with safeguards in place to prevent any unauthorised access and to prevent children leaving the site unsupervised.
- 10.2** We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- 10.3** All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained. It may be necessary to undertake an assessment of the education value, age appropriateness and content of the visitor's itinerary.
- 10.4** Visitors who are in school/college in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check

- 10.5** We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contacts between school/college and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.
- 10.6** We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. The Trust Business Manager carries out thorough checks on all organisations prior to approving use of the school site.
- 10.7** When the school is let, if services or activities are provided by the governing body or proprietor, under the direct supervision or management of school staff, the school arrangements for child protection will apply.
- 10.8** When the school/college is let and services or activities are provided by another body, the school/college governing body or proprietor should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school/college on these matters where appropriate.
- 10.9** Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school/college premises – failure to comply with this will lead to termination of the agreement.
- 10.10** We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. Thorough checks are carried out by the Trust Business Manager prior to any organisation or speaker using our facilities. Where visitors will be speaking directly with pupils staff are always present.
- 10.11** We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- 10.12** All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.13** For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.

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

11. Complex Safeguarding

Serious violence

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

Child Criminal Exploitation and Child Sexual Exploitation

11.2.1 Children's Social Care will refer cases of child exploitation, criminal or sexual, to the Complex Safeguarding Hub and we will contact the professionals' advice line for further support.

11.2.2 We understand that schools are one of many locations where children can be targeted and recruited into county lines and recognise additional specific indicators that may be present when a child is criminally exploited through involvement in county lines. (KCSIE, p134)

APPENDICES

- A. Types of abuse
- B. Part 1 & Annex A of 'Keeping Children Safe in Education (KCSIE), September 2021 - statutory guidance to be read by staff
- C. Legislation, Statutory Guidance & Ofsted Framework
- D. Non-Statutory Government Guidance
- E. Local Policies & Guidance (MCC, Greater Manchester & Manchester Safeguarding Partnership)
- F. Other Relevant School Policies/Procedures
- G. Other Relevant Education Department
- H. Policies/Guidance
- I. Abbreviations
- J. COVID 19 – School Arrangements for Safeguarding during on-going Covid-19 arrangements and future planning for sudden or enhanced arrangements

A. Types of abuse.

- **Abuse**, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.
- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- Emotional abuse 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
 - Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
 - 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
 - Seeing or hearing the ill-treatment of another
 - Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- **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
- 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** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.
- 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 caregivers)
 - Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Common signs that a child is being abused can include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

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

Part one: Safeguarding information for all staff What school and college staff should know and do.

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

2. 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.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing the impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

C. The role of school and college staff:

6. School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
7. All staff have a responsibility to provide a safe environment in which children can learn.
8. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
9. Any staff member who has any concerns about a child's welfare should follow the processes set out in paragraphs 55-70. Staff should expect to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
12. The Teachers' Standards 2012 state that teachers (which includes Head Teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school and college staff need to know:

13. All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction.

This should include the: •

- child protection policy which should amongst other things also include the policy and procedures to deal with peer on peer abuse.
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- staff behaviour policy (sometimes called a code of conduct)
- safeguarding response to children who go missing from education
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.

The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

All schools are required to have a behaviour policy. Copies of policies and a copy of Part one (or Annex A, if appropriate) of this document should be provided to all staff at induction.

1. All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
2. All staff should be aware of their local early help process and understand their role in it.
3. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
4. All staff should know what to do if a child tells them they are being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

5. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

What school and college staff should look out for **Early Help**

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Abuse and neglect

All staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect (see paragraphs 26-30), and specific safeguarding issues such as child criminal exploitation and child sexual exploitation (see paragraphs 32-39) so that staff are able to identify cases of children who may be in need of help or protection.

If staff are unsure, they should always speak to the designated safeguarding lead, or deputy.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (or deputy). Indicators of abuse and neglect

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

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

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

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

example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it, (see paragraph 49).

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

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include: Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos. Taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes

themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information about CCE including definitions and indicators is included in Annex B. Child Sexual Exploitation (CSE)

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

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

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

Further information about CSE including definitions and indicators is included in Annex B. Female Genital Mutilation (FGM)

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

Mental Health

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and

into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools' guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans. 10 Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

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

Peer on peer abuse (child on child)

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

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

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; [For further information about sexual violence see Annex B. For further information about sexual harassment see Annex B.]
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see paragraphs 33-35).

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.[Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.] UKCIS guidance: Sharing nudes and semi-nudes advice for education settings. For further information about 'upskirting' see Annex B. For further information about county lines see Annex B. Additional information and support.

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

Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex What school and college staff should do if they have concerns about a child.

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

If staff have any concerns about a child's welfare, they should act on them immediately. See page 23 for a flow chart setting out the process for staff when they have concerns about a child.

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

Options will then include: • managing any support for the child internally via the school's or college's own pastoral support processes; • undertaking an early help assessment or • making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm. Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of Working Together to Safeguard Children.

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

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan). Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK

General Data Protection Regulation (UK GDPR). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Early help

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Statutory children's social care assessments and services

Concerns about a child's welfare should be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

Contextual Safeguarding.

The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm:

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect, female genital mutilation, or other so-called 'honour'-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.

What will the local authority do?

Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- any services are required by the child and family and what type of services;
- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process; further specialist assessments are required to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Further information about serious case reviews can be found in Chapter four of Working Together to Safeguard Children.

Examples of poor practice include: • failing to act on and refer the early signs of abuse and neglect; • poor record keeping; [An analysis of serious case reviews can be found at gov.uk/government/publications/analysis-of-serious-casereviews-2014-to-2017. 21] • failing to listen to the views of the child; • failing to re-assess concerns when situations do not improve; • not sharing information with the right people within and between agencies; • sharing information too slowly; and • a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have safeguarding concerns about another staff member.

Schools and colleges should have processes and procedures in place to manage any safeguarding concerns about staff members (including supply staff, volunteers, and contractors). If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then: • this should be referred to the Head Teacher or where there are concerns/allegations about the Head Teacher, this should be referred to the chair of governors and in the event of concerns/allegations about the head Teacher, where the Head Teacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the Head Teacher, this should be reported directly to the local authority designated officer(s) (LADOs). Details of your local LADO should be easily accessible on your local authority's website. Further details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them: general guidance on whistleblowing can be found via: Advice on Whistleblowing • the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or

have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Annex A: Safeguarding information for school and college staff

The following is a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare of and safeguard children.

The role of school and college staff

1. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play.
2. School and college staff are particularly important as they are able to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children.

What school and college staff need to know?

- For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes.

All staff should:

- be aware of the systems in their school or college which support safeguarding, and these should be explained to them as part of staff induction- as a minimum this Annex and the child protection policy should be shared with staff at induction;
- receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (including online safety) (for example, via emails, e-bulletins and staff meetings), as required, and at least annually, to provide them with the skills and knowledge to safeguard children effectively;

- know the identity of the designated safeguarding lead (and any deputies) and how to contact them;
- know what to do if a child tells them they are being abused or neglected. This includes understanding they should never promise a child that they will not tell anyone else about a report of abuse, as this is unlikely to be in the best interests of the child;
- should be able to reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.

What school and college staff should look out for:

Abuse and neglect

3. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection.
4. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

Forms of abuse and neglect

5. 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 by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others
6. Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
7. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
8. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching

sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

9. 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 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.
10. All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Safeguarding issues

11. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery) put children in danger.

Peer on peer abuse

12. All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.
13. All staff should be clear as to the school or college's policy and procedures with regards to peer-on-peer abuse. Peer on peer abuse is most likely to include but may not be limited to:
 - a. bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - b. abuse in intimate personal relationships between peers;
 - c. physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - d. sexual violence, such as rape, assault by penetration and sexual assault;
 - e. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;

- f. non-consensual sharing of nude and semi-nude images and/or videos;
- g. causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- h. up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
- i. initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

What school and college staff should do if they have concerns about a child?

14. Staff working with children should maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
15. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.
16. If staff have any concerns about a child's welfare, they should act on them immediately. They should follow their school or college's child protection policy and speak to the designated safeguarding lead (or deputy). In the absence of the designated safeguarding lead staff should speak to a member of the school or college's senior leadership team.
17. The designated safeguarding lead (or deputy) will generally lead on next steps, including who else, if anyone, in the school or college should be informed and whether to pass a concern to children's social care and/or the police. In some instances, staff may be expected to support the children social care assessment process. If this is the case, the designated safeguarding lead (or deputy) will support them.

Why is all of this important?

18. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective and immediate action. Examples of poor practice includes failing to act on and refer the early signs of abuse and neglect. What school and college staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children
19. If staff have safeguarding concerns about another member of staff (including volunteers, supply staff, tradespersons and visitors) they should speak to the Head Teacher or to another member of the school's or college's senior leadership team.

What school or college staff should do if they have concerns about safeguarding practices within the school or college?

20. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

21. Appropriate whistleblowing procedures should be in place for concerns to be raised with the school or college's senior leadership team. Where staff feel unable to raise an issue with their employer or feel that their genuine safeguarding concerns are not being addressed NSPCC whistleblowing advice line is available. Staff can call 0800028 0285 – 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

APPENDIX C Legislation, Statutory Guidance & OfSTED Framework

1. Keeping Children Safe in Education' - latest update, currently September 2021
2. OfSTED Section 5 Inspection Framework for Schools, October 2021
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 D - Non-statutory Guidance

1. DFE 'What to do if you are worried a child 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 E - MCC & MSCB Policies, Procedures & Guidance

Links to:

1. MSCB Website
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 F - 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 G - Other Relevant Education Department Policies / Guidance

All these are available on the Manchester Schools Hub Website.

1. Transfer of Safeguarding Information' model policy & guidance
2. 'Safeguarding' model policy & guidance
3. 'Safer Recruitment' model policy
4. Safeguarding Children with SEND
5. Manchester Governors' Handbook MCC
6. 'A Good Safeguarding School'

APPENDIX H - 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/SENDKO	SEN Co-ordinator
SG SEF	Safeguarding Self Evaluation Framework
SOS	Signs of Safety

APPENDIX I

Covid-19 - School Arrangements, March 2020, September 2020 (updated January 2021)

School Name: Piper Hill

Policy owner: Kelly Hamilton

Date:

Date shared with staff:

Child protection and safeguarding: COVID-19 addendum

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Kelly Hamilton	k.hamilton@piperhill.manchester.sch.uk Work mobile: 07483944836
Deputy DSL	Rachel Hughes	r.hughes@piperhill.manchester.sch.uk
Designated member of senior leadership team if DSL (and deputy) can't be on site	Louise Lynn	l.lynn@piperhill.manchester.sch.uk
Head Teacher	Louise Lynn	l.lynn@piperhill.manchester.sch.uk
Manchester LA Designated Officer (formerly LADO)	Jenny Patterson	0771 752 7750
Chair of governors	Bev Ridyard	

1. Scope and Definitions

This addendum applies from the start of the autumn term 2020. It reflects updated advice from Manchester Safeguarding Partnership which includes Manchester Health and Care Commissioning, Manchester LA and GMP.

It sets out changes to our normal child protection policy in light of coronavirus and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there's a local or national lockdown or if they need to self-isolate.

We recognise that our pupils can face additional safeguarding challenges as children and young people with SEND. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. In this addendum, where we refer to vulnerable children, this means 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 or under a special guardianship order

Or, have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:

On the edge of receiving support from children's social care services

Living in temporary accommodation

Young carers

is misusing drugs or alcohol;

is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse

is an international new arrival, refugee or asylum seeker

Facing difficulty engaging with remote learning

2. Core Safeguarding Principles

We will follow the statutory safeguarding guidance, Keeping Children Safe in Education. We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should 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's essential that unsuitable people don't 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 at school and those at home.

Normal reporting procedures apply as set out in the Safeguarding and Child Protection Policy 2020.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) 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 (or deputy) can't be on site, they can be contacted remotely by email on:

k.hamilton@piperhill.manchester.sch.uk or r.hughes@piperhill.manchester.sch.uk

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be the Head Teacher Louise Lynn or Deputy Head Teacher Katie Jones in the first instance.

The senior leader will be responsible for liaising with our off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Manchester safeguarding partnership
- The local authority, about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

We will resume taking our attendance register. We will also follow guidance from the Department for Education on how to record attendance for pupils working remotely, and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

During a national lockdown, all vulnerable children and children of critical workers will attend school in person. Where any child we expect to attend school doesn't attend, or stops attending, we will:

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, by telephone on the first day of absence and each day thereafter.
- Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible through annual completion of the home/school contact sheet.

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, supply teacher 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/supply teachers/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

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child has an individual plan, which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both
- If we can't make contact, we will contact children's social care or the police.
- We have agreed these plans with children's social care where relevant and will review them half termly.

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 pupils' 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 (or deputy) 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 children return.

They will also liaise with the school nurse(s) to gather relevant information about any support provided by school nursing services while children have not been in school.

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

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

10.2 Children at home

The school will maintain contact with children who are at home. 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

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. If IT staff are unavailable, our support will be sought from the wider Trust.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

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.

11.3 Working with parents and carers

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, where relevant, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

We will do this via our remote Learning offer information provided to all families at the start of the academic year, and available on our website, along with regular reminders and information sent to parents throughout the term.

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 pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Support will be provided by the class team in the form of recovery work around mental health. If a pupil needs more targeted support, they can access the following:

- Onsite mental health practitioner from CAMHS
- Behaviour mentor
- Signposting to external support e.g. apps, websites, local recreational services
- Referral to additional agencies E.g. 42nd street, CAMHS, Early Help, GP

12.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Any targeted support would take place remotely over the telephone.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils 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.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

13. Staff and volunteer recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff 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.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

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 183-188 of Keeping Children Safe in Education.

14. Safeguarding induction and training

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

New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

Regular safeguarding training will continue to take place in line with the school training calendar including weekly briefings and reports circulated to all staff. In the absence of staff on site these will take place remotely via Zoom, video, audio PowerPoints and Educare.

15. Monitoring arrangements

This policy will be reviewed as guidance from the Manchester Safeguarding Partnership, the LA or Department for Education is updated, and as a minimum monthly by Kelly Hamilton– DSL and Louise Lynn – Head Teacher. Where changes are made these will be shared with the governing body.

16. Links with other policies

This policy links to the following policies and procedures:

- Staff behaviour policy/code of conduct
- IT acceptable use policy
- Health and safety policy
- Physical Interventions/Restraint,
- Safeguarding, Health and safety of Pupils on external school activities,
- Sex and Relationships Education,
- Equal Opportunities,
- ICT and Access to the Internet,
- Extended Schools Activities,
- Promoting Good Behaviour including fixed and short term exclusions,
- Special Educational Needs,
- Toileting and Intimate Care,
- Disability Discrimination,
- Looked After Children,
- Anti-bullying,
- Administration of Medicines
- Designated teacher for looked-after and previously looked-after children