



MANCHESTER  
CITY COUNCIL

# CHILD PROTECTION & SAFEGUARDING POLICY

Adapted from the Manchester City Council (MCC) Model Policy  
For Schools/EY Settings/Colleges

Review Date	Changes made	By whom
October 2021	Updated guidance/legislation	Robin Anthony
September 2022	Updated guidance/legislation	Robin Anthony
September 2023	Updated guidance/legislation	Robin Anthony

Date: Updated September 2023



Prospect House  
PRIMARY SPECIALIST SUPPORT SCHOOL

## SAFEGUARDING POLICY

Prospect House Specialist Support Primary School		
The Headteacher, who has the ultimate responsibility for safeguarding is Tracy Gallier <a href="mailto:tgallier@prospecthouse.school">tgallier@prospecthouse.school</a>		
In her absence, the authorised member of staff is Robin Anthony (designated safeguarding lead) <a href="mailto:ranthony@prospecthouse.school">ranthony@prospecthouse.school</a>		
KEY SCHOOL STAFF & ROLES		
Include Designated Safeguarding Lead (DSL)/Pastoral Team/EH Co-Ordinator as applicable		
Name	Role	Location and/or Contact Phone Number
Tracy Gallier	Headteacher	0161 850 9829
Robin Anthony	Deputy Head	0161 850 9829
Millie Gleeson	Deputy Head	0161 850 9829
Angela Lucy	HLTA	0161 850 9829

NAMED GOVERNOR for Safeguarding & Prevent	Contact Phone Number/Email
Bernice Kostick	<a href="mailto:ecinrebkos@yahoo.co.uk">ecinrebkos@yahoo.co.uk</a> 07920 186300
Channel helpline	020 7340 7264

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

The effectiveness of our safeguarding arrangements are monitored by SLT and the Governing Body through governor work plans, LGB reports and regular link governor meetings. (KCSiE Part 2.78)

Review Date	Changes made	By whom
3 <sup>rd</sup> October 2021	Policy created	Robin Anthony
14 <sup>th</sup> September 2022	KCSiE 2022	Robin Anthony
4 <sup>th</sup> September 2023	KCSiE 2023	Robin Anthony

### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2021/22	25/11/2021	Bernice Kostick
2022/23	29/09/2022	Bernice Kostick
2023/24	28/9/2023	Bernice Kostick

## Summary of Safeguarding 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, Tracy Gallier, the Senior Designated Safeguarding Lead, Robin Anthony, or in their absence a member of the school safeguarding team. Concerns can also be emailed to [DG-PRH-SAFEGUARDING@PROSPERE.ORG.UK](mailto:DG-PRH-SAFEGUARDING@PROSPERE.ORG.UK).

Prospect House will keep and maintain up to date information on children on the school roll including where and with whom the children are 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 234 5001.

At Prospect House we take the stance 'it could happen here' and encourage staff to speak out with any concerns they have however low level they may be. At no stage should anyone assume somebody else will report concerns or it is someone else's responsibility. (Paragraph 1.51 and 1.56)

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, Bernice Kostik. Bernice can be contacted on [ecinrebkos@yahoo.co.uk](mailto:ecinrebkos@yahoo.co.uk)

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 the Trust whistleblowing policy.

If a concern cannot be followed in this way, then staff or volunteers should call the school safeguarding mobile 07512 302556 and speak directly to the DSL.

Alternatively, staff should contact the NSPCC on:

NSPCC Whistleblowing Helpline: 0800 028 0285. Email-[help@nspcc.org.uk](mailto: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 Prospect House staff will maintain an attitude that 'it could happen here' in line with KCSIE 2022 'What school and college staff should do if they have any concerns about a child'.

Prospect House 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 2023*

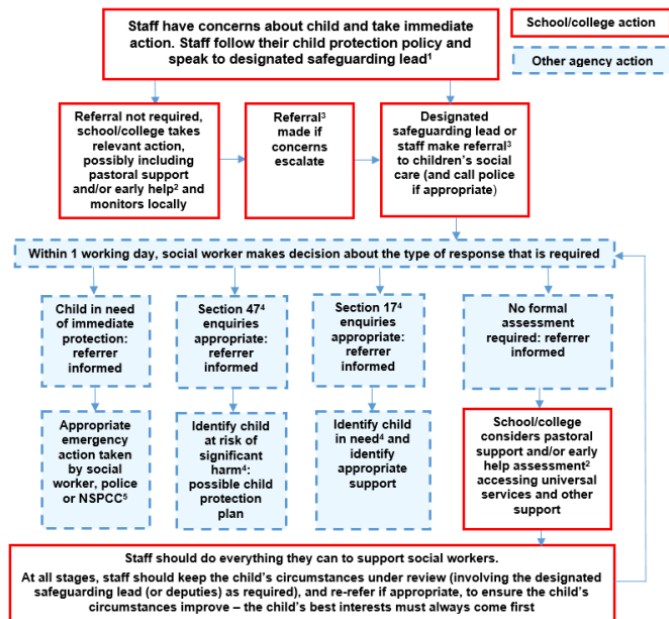
'What school and college staff should do if they have any concerns about a child'.

Prospect House 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 2023*

#### Actions where there are concerns about a child



#### Advice line contact numbers

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

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

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

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

Complex Safeguarding Hub Advice Line: 0161 226 4196

Social Care Advice and Guidance Service: 0161 234 5001

Manchester LA Designated Officer (formerly LADO): 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 the allegation is not about family members, we contact the parent/ carer to inform them.

We may contact the MASH team or Early Help hub for advice.

We complete a written referral to the MASH team. Quite a number of our pupils already have involvement from the Disabled Children's team and in this instance, we would contact child's social worker.

If the concern is about a professional in school, we refer this to our Personnel support team and Manchester LA designated officer (sometimes known as DOLA or LADO): 0161 234 1214

If there's a conflict of interest in reporting to the headteacher, go to the Executive Head Teacher or Chair of the Trust (Linda Jones)

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 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.

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. Prospect House - Whistle Blowing Policy

At Prospect House we take a stance 'it could happen here' and encourage staff to speak out with any concerns they have however low level they may be. At no stage should anyone assume somebody else will report concerns or it is someone else responsibility.

NSPCC Whistleblowing Helpline: 0800 028 0285 email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) (paragraph 1.74-76)

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.

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](mailto:help@nspcc.org.uk)

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

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

## CONTENTS: -

- 1.Introduction
- 2.Roles & Responsibilities
- 3.Training & Awareness Raising
- 4.Safeguarding/Child Protection Policy & Procedures
- 5.Case Management, Record Keeping & Multi- agency Working
- 6.The Curriculum
- 7.Online Safety
- 8.Safer Recruitment
- 9.Managing Allegations
- 10.Safety On & Off-Site
- 11.Complex Safeguarding
12. Part 1 & Annex A and Annex B of 'Keeping Children Safe in Education (KCSIE), September 2023 - statutory guidance to be read by staff as determined by the headteacher/principal and Governing Body

## APPENDICES: -

Part 1 & Annex A of 'Keeping Children Safe in Education (KCSIE), September 2021 - statutory guidance to be read by staff as determined by the headteacher/principal and Governing Body

- A. Key Legislation, Statutory Guidance & Ofsted Framework
- B. Non-Statutory Government Guidance
- C. Local Policies & Guidance (MCC, Greater Manchester & Manchester Safeguarding Partnership)
- D. Other Relevant School Policies/Procedures
- E. Other Relevant Education Department Policies/Guidance
- F. Abbreviations

## THIS POLICY MUST BE READ IN CONJUNCTION WITH KEEPING CHILDREN SAFE IN EDUCATION (SEPTEMBER 2023)

### 1. INTRODUCTION

- Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.
- This policy has been developed to ensure that all adults in our school, including regular staff, supply staff, volunteers, visitors and contractors are working together to safeguard and promote the welfare of children and young people and to identify and address any safeguarding concerns and to ensure consistent good practice.
- Our approach is child-centred.

- 'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.' (KCSIE Part 1.2)
- All staff at Prospect House receive annual training which draws attention to the signs and symptoms of abuse. Training for all staff over the 2022-2023 school year highlights the priorities within KCSIE 2022 regarding Child-on-Child 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 Prospect House and Part 5 'Child on Child Sexual Violence & Sexual Harassment' and if there are particular risks/increasing issues for children at Prospect House.

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

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect (1.21-30)
- Channel (Annex B)
- Child Abduction and Community Safety Incidents (Annex B)
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images (1.32-35, Part 5)
- Child Criminal Exploitation (1.36-39, Annex B,)
- Child Sexual Exploitation (1.36, 40-42, Annex B,)
- Children and the Court System (Annex B,)
- Children Missing from Education (Annex B,)
- Children who are lesbian, gay, bi or trans (LGBT) (2.202-4)
- Children with Family Members in Prison (Annex B,)
- County Lines (Annex B,)
- Cybercrime (Annex B,)
- Domestic Abuse (New para at 1.43 and Annex B)
- Early Help (1.20, 1.58,)
- Elective Home Education (2.175-8)
- Homelessness (Annex B p145-6)
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty (clarification 1.86-1.93)
- Looked After Children and children open to or who have been open to a Social Worker (Further information on the role of the Head of the Virtual School, 1.191-196)
- LGBT children (Extended information at 2. 202-204)
- Mental Health (1.45-7, Annex B)
- Modern Slavery & the National Referral Mechanism (Annex B,)
- Online Safety, including Education at Home (2.134-147, Annex B,)
- Prevent Duty (Annex B, p148, Additional support)
- Preventing Radicalisation (Annex B,)
- Serious Violence (1.48, Annex B)

- Sexual Violence and Sexual Harassment between children in schools and colleges (Part Five, Annex B,)
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing (1.44 & Annex B)

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.

Our Governing body will ensure they facilitate a whole school or college approach to safeguarding. This means involving everyone in the school or college, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child 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, 1.4)

- Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
- Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.
- Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.
- Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.
- Children includes everyone under the age of 18.

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities health conditions (see section 10)



- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 11)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

Each member of our school community is recognised for their individual personality strengths and areas for development. We are very proud that staff and pupils always work hard and strive to achieve. There is a very strong approach to team work by staff and pupils. All hard work and achievements however small or great are recognised through awards, certificates. This is done on a weekly basis to maintain the motivation of all our staff and pupils. We value the opinions of all members of our community. Our pupils are encouraged to express their thoughts and views and challenge ideas. Parents are welcome in school and their views are also requested on a regular basis. We are a UNICEF Rights Respecting School

At Prospect House:

- 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
- 
- Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' (in process of review) and 'Keeping Children Safe in Education 2023' Our policy ensures that we comply with our Statutory Duties (Appendices A & B)
  - Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children's Services and Community Safety (MCC)
  - 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)
  - Our policy complements and supports other relevant school policies (Appendix D).

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 safeguarding arrangements and will ensure that they comply with their duties under legislation. They will have regard to KCSiE 2023, ensuring policies, procedures and training in 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:-

- All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety
- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.81, 2.95-97)
- A named member is identified as the designated governor for Safeguarding and receives appropriate training. (Bernice Kostik)
- 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 easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. We hold regular pupil voice and ensure safeguarding (including online safety) is within our curriculum.
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has an effective Child Protection Policy
- The school 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. Regular link governor meetings will take place and be reported back on in the local governing body meetings.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance. We carry out staff surveys and consultation at regular intervals in the school year.

- 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. We regularly check the single central record to ensure this process is up to date.
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors and these are in line with KCSiE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All staff and volunteers who have regular contact with children and young people and contractors who are in contact with children and young people receive appropriate training and information about the safeguarding processes. We carry out regular staff training sessions as well as communicating regular updates in staff briefing sessions. Staff are also expected to complete an online child protection course at least annually.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. We undertake regular quality assurance where safeguarding is scrutinized appropriately.
- Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

## 2.2 OUR HEADTEACHER

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

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

'Schools and colleges should work with local authority children's social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans'. (KCSiE 2.113)

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

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

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers, volunteers, visitors and contractors understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested. (bi-annually)
- 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 have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through a total communication approach and is accessible to all children. These are visible in all classrooms.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns. We monitor and document this through CPOMS and also have a safeguarding telephone number accessible at hours outside the school day that is held by one of the DSLs
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively. This is addressed through regular training sessions and DSLs checking the quality of information they receive.
- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked and that their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting.
- 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. This is documented in our visiting speakers policy.
- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

### 2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a member of our Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. He/she takes lead responsibility for Early Help, safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a DDSL but they take the ultimate lead for child protection. (DDSL/s are trained to the same standard as the DSL).

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture of listening to children and taking account of their wishes and feeling, and also understand the difficulties some children may have in approaching staff about their circumstances
- Work closely with the school's lead for mental health
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.

- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers through updates, refreshers, and regular conversations with staff to ensure there is a culture of 'it could happen here'
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, and follow escalation process if necessary . This is completed through a escalation process as stated at the start of this policy that also includes recording on CPOMS and then following up with appropriate actions.
- 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 contribute to the organisation of conferences and adopt the Signs of Safety approach to report writing and conference components
- Refer cases to the Channel programme where is a radicalisation concern 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. All DSLs have regular supervision with One Education.
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance (Annex C. p165)
- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult and have arrangements in place for ensuring this if a police officer requests to meet with a child when in school. (Annex C. p165) No student will be searched without a senior member of school staff present and wherever possible parents/carers contacted before the search. All staff in school will have appropriate training at least annually.
- 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. Most information is kept electronically with two factor authentication being required to access this.
- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues (KCSiE, 191-196)
- Share and transfer safeguarding and child protection information as appropriate. This will be done via CPOMS or CTF transfer if needed.
- Always be available during school/college/setting hours during termtime, and at other times as designated by the Headteacher/Principal/Proprietor. We have a safeguarding telephone number for out of school hours.
- Understand and support the school/college with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from risk of radicalisation

- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Understand the lasting impact that adversity and trauma can have on children and young people
- Ensure the child protection policy is available publicly and parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school/college in this. This policy is displayed on the school website and documented concerns on CPOMS
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child

The Headteacher, who has the ultimate responsibility for safeguarding is Tracy Gallier

[tgallier@prospecthouse.school](mailto:tgallier@prospecthouse.school)

In her absence, the authorised member of staff is Robin Anthony (designated safeguarding lead)  
[ranthony@prospecthouse.school](mailto:ranthony@prospecthouse.school)

The teacher with responsibility for LAC children is Robin Anthony

The attendance lead at Prospect House is Tracy Gallier.

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

#### KEY SCHOOL STAFF & ROLES

Name	Role	Location and/or Contact Phone Number
Millie Gleeson	Deputy headteacher (DSL Trained)	0161 850 9829
Angela Lucy	HLTA (DSL Trained)	0161 850 9829

#### SCHOOL/COLLEGE STAFF

##### 2.4 ALL STAFF

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

All staff will: -

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSiE 2023 as directed by senior leaders and appropriate to individual roles.
- 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 ensuring that the voices of children are listened to and taken account of.
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Positive handling Policy
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue
- 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
- Be aware of the local early help processes and understand their role in it
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role
- Teaching staff have additional statutory duties, including to report any cases of known or suspected Female Genital Mutilation.

### 3. TRAINING AND AWARENESS RAISING

- In accordance with KCSIE 2023, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety and their responsibilities in relation to filtering and monitoring) and be made aware of the systems within the school/college which support safeguarding e.g. the Behaviour Policy. All staff in school have an Educare log in and are allocated safeguarding modules to complete as per QA calendar throughout the school year.

This training will be regularly updated

- All staff must ensure that they have read and understood Keeping Children Safe in Education: Part One/Annex A and/or Annex B. This is available on our EVERY system and the headteacher and DSL receive regular reports of who has signed to say they have read and understood this and other policies.
- All staff will receive regular child protection training at least every 2 years and at least 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. This is part of the training calendar and we are responsive to the needs of training globally, nationally and locally. This is reported on regular including the link governor ensuring that appropriate impact is measured.
- All staff members will receive regular safeguarding and child protection training and updates, including online safety and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively. They receive e.g. bulletins/staff meetings, etc, including monitoring & recording.
- 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
- All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 year.
- 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, through a range of student voice activities appropriate to the student's level of learning. Prospect House has an active school council that is representative of all students across school. Wherever possible pupils at Prospect House have been encouraged to contribute to the development of policies and share their views.
- We support the LA in its progress towards UNICEF Child Friendly City status and are accredited at Bronze Level, working towards Silver.

##### 4.2 POOR ATTENDANCE (references to 'absent' children throughout KCSiE 2023)

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

- 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.
- 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.
- 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. The attendance is accessible on the school website -
- We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2023) to assist with strategies for supporting children and young people experiencing anxiety to return to school.
- We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date. (This is in response to learning from local serious case reviews.)

##### 4.3 ALTERNATIVE PROVISION (AP)

- We 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.
- Children who require access to AP will have a personalised learning plan designed to meet their needs. A senior member of school staff will be the key contact and will visit the student in placement at least half termly. The key contact will speak weekly with the AP for an update, to include attendance. Our DSL will work together with the DSL at the AP to ensure effective sharing of information and that any safeguarding concerns are followed up appropriately.

##### 4.4 EXCLUSIONS

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



- The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.
- We will work with the MCC Weapon Carrying in Schools and Colleges guidance (Appendix C) to assist in decision making around exclusion and other responses to carrying or using weapons in school.
- 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

- We ensure that all key staff work together to safeguard vulnerable children. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support. We hold weekly meetings to discuss safeguarding and behaviour.
- The Prospect House 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. Prospect House 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.

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 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
- Is persistently absent from education, including persistent absences for part of the school day
- LGBT children (KCSiE, Part 2:203-205)

- Has the potential for adultification

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

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, 199)

- 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 and clear referral and accountability systems. (KCSIE, Part 2, 180-186)
- We ensure that staff consider the context in which incidents occur and whether and wider environmental factors (extra-familial harm) are present in a child's life that are a threat to their safety and/or welfare.
- 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. (KCSIE, 187-196)
- Where children have or have had a social worker, we will work alongside the social worker to ensure there is a clear education focus in the Plan for the child.

#### 4.6 CHILD ON CHILD ABUSE (KCSiE, Part 5 & Part 2, 156)

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

Our separate Child on Child Abuse Policy clearly outlines our procedures and approach to this issue which are summarised below:-

- The procedures to minimise the risk of child-on-child abuse
- The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously
- How allegations of child-on-child abuse will be recorded, investigated and dealt with
- Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported

- Recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and simply not be reported
- Our clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.
- Recognition that it is more likely girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously
- Recognition of the different forms child on child abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2022

#### 4.7 ELECTIVE HOME EDUCATION

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

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

##### 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.
- 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

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

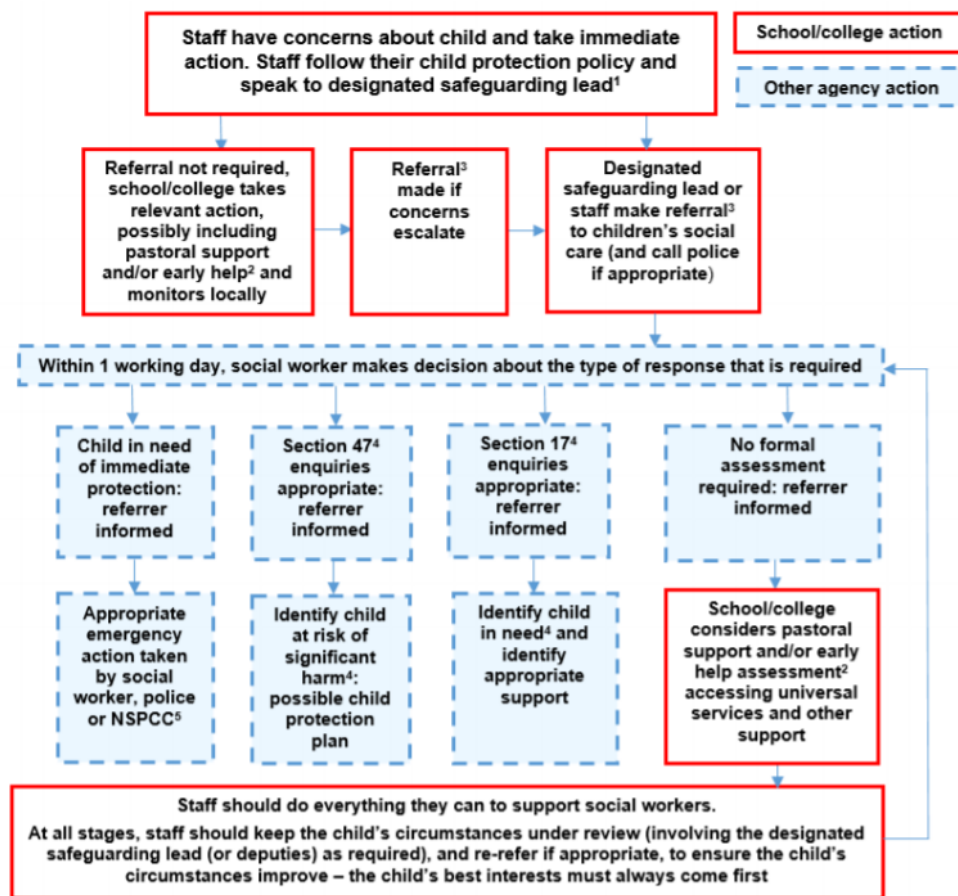
Records will include:

- 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
- Concerns and referrals will be kept in a separate child protection file for each child.
- Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
- Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.
- Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.
- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
- All concerns are reported to the safeguarding team and are recorded electronically on CPOMs. All staff receive regular training from the designated safeguard lead on effective use of CPOMs. Body maps, meeting notes, hand written incident reports will be handed into the safeguarding office and will be scanned into individual children document vaults on CPOMs
- We keep and maintain up to date information on children on the school roll including where and with whom the children is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life.
- We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- We keep secure the safeguarding records electronically on CPOMs
- We send a child's child protection or safeguarding file separately from the main file to a new establishment if a child leaves the school and keep a copy of the file in accordance with our Transfer of Records Policy (See Appendix E) and LA Guidance (See Appendix F)

- We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding children protection issues.
- We will notify Children's Social Care 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 of more than two days from school.
  - it has been agreed as part of any children protection plan or core group plan.
- 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.
- We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- We keep our safeguarding records secure.
- We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as possible. We keep a copy of the file in accordance with our Records Policy (See Appendix E) and statutory and LA Guidance (See Appendices A, B & D).

## 5.2 RECORDING AND REPORTING CONCERNS

- 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



### 5.3 WORKING WITH PARENTS/CARERS

- 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.
- 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.
- We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.
- 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.
- In such cases the DSL or Headteacher will seek advice from Children's Social Care AGS.

#### 5.4 MULTI-AGENCY WORKING

- We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.

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
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- We will regularly review and 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)

#### 5.5 CONFIDENTIALITY & INFORMATION SHARING

- Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.
- Information about children will only be shared with other members of staff on a need-to-know basis
- 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.
- 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.
- We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSiE Part 2: 115-123)

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

- 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.
- We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. A DSL will try to attend meetings outside of the school hours whenever possible.
- 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.

- Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- We will aim to discuss and share reports with the parents/carers before the conference.
- All relevant staff will be confident in using the tools which are part of the Signs of Safety approach, including refreshed and update versions

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

- 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.
- All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.
- We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

#### 5.8 LEARNING FROM SERIOUS CASES

- 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
- 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.
- 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.



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

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.
- 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.
- All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. This is delivered and revisited regularly in lessons and whole school events e.g. assemblies.
- Children are encouraged to contribute to the development of policies through student voice surveys and the student council.
- Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2, 129)
- We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life.
- We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment

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

- 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.
- We consider the 4C's 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.
- The Internet is an essential element in 21<sup>st</sup> century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in our online safety policy but in summary, we do not allow any mobile phones in school and these should be handed into the school office on arrival.

- We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- We currently use Smoothwall and receive daily alerts. We review each alert and respond accordingly. Reports of these are received by the DSL termly.
- We ensure our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility
- 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.
- We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children.
- 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.
- We will complete online safety audits as appropriate to our needs and know where to access recommended models
- No pupils at Prospect House 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.
- We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website. (Action for our school is to work towards 360 Accreditation, as recommended by the LA Audit Team.)
- We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. We regularly hold events such as workshops for parents and up to date information on the school website
- 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.
- As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSiE Part 2, 135-148)

## 8. SAFER RECRUITMENT & SELECTION OF STAFF

- Our recruitment and selection policies and processes adhere to the DfE guidance KCSiE and the LA model policy for Safer Recruitment (Appendices A & D)
- 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, including online checks for shortlisted candidates
- We understand the process around filtering offences
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form.
- Shortlisted applicants will be asked to complete a self -declaration of their criminal record or information that would make them unsuitable to work with children
- Applicants must sign a declaration confirming information given is true
- References are obtained by the school/college before interview and open references are not acceptable
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
- We 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 to processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate
- We understand the check 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
- When our school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect providers to meet the guidance in [Keeping Children Safe in Out of School Settings](#) (KCSIE, Part 2, 167).
- If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if relevant (KCSIE Part 4, 377)
- The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate. We will request to see evidence of a relevant DBS and keep a record of this.
- Appropriate risk assessments will be carried out signed off by a senior leader
- The school maintains a single central record of all recruitment checks updated and monitored at least termly by senior leadership and governor
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 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.

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

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

- 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
- We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated
- 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 jeopardizing any future police investigation
- We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'. These are outlined in our Low Level Concerns Policy
- 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)
- Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusion
- 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
- Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimizing the risk of abuse
- A low-level concern is not insignificant – it does not meet the harm threshold
- Low level concerns are reported to the headteacher/principal and may also be self-referred (KCSIE provides further clarity on processes- 423-440)
- Our Low Level Concerns Policy details the processes and conclusion of low level concerns and guidance about including information in references.
- Our Managing Allegations Policy details the processes and conclusion of low level concerns and guidance about including information in references.
- 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.

- We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. This is documented in our whistleblowing policy – available on our school website
- Historic allegations will be referred to the police.

#### 10.SAFETY ON & OFF SITE

- Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, we will undertake an assessment of the education value, age appropriateness and content of the visitors itinerary.
- 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
- 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.
- We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- When the school/college is let, if services or activities re provided by the governing body or proprietor, under the direct supervision or management of school/college staff, the school/college arrangements for child protection will apply.
- 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.
- Should we receive an allegation relating to an incident that happened when an individual or organisation were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO.
- 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.
- We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. We check the purpose of use of any organisation and only let to those organisations we currently work with.
- 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.
- All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy

of High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.

- We have a Health & Safety policy where pupils have any individual emergency health requirements there are care plans in place. We have a medication policy and procedure in place which is followed by all staff.
- We have read and considered the MCC/One Education Critical Incident guidance, the DfE Emergency planning and response for education, childcare and children's social care settings and School and College Security GOV.UK and we have a Critical Incident policy in place.

## 11. Complex Safeguarding

### Serious violence

- 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
- We will support referrals to Engage panels by providing information about concerns and worries for children involved in ASB and on the edge of criminality, including whether interventions have already been put in place and their success or not.

### Child Criminal Exploitation and Child Sexual Exploitation

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

## APPENDICES

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

Legislation, Statutory Guidance & Ofsted Framework

Definitions of Abuse & Neglect from 'Working Together to Safeguard Children' (under review)

### Significant Harm

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

### Physical Abuse

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

### Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to

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

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

### Sexual Abuse

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

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

### Neglect

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

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

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

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caretakers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

'Keeping Children Safe in Education', September 2023

Specific guidance for educational settings - relevant sections to be read and understood by all staff and volunteers as deemed appropriate. It signposts to key legislation as well as signposting to useful organisations and resources.

Ofsted Section 5 Inspection Framework for Schools

Inspecting Safeguarding in Early Years, Schools & Skills Settings'

'Working Together to Safeguard Children'

Prevent Duty, Section 26 Counter Terrorism & Security Act

FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015

Domestic Abuse Act 2021

Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)

DFE Statutory Policies for Schools

DFE Children Missing Education, Stat Guidance

DFE Designated Teacher for LAC Guidance

DFE Supervision of Regulated Activity

Alternative Provision, Stat guidance

Teachers' Standards

Governors' Handbook

'Listening to & involving children & young people', stat guidance

Health & Safety Legislation

Equality Act

Non-statutory Guidance

DFE 'What to do if you are worried a child is being abused - Advice for practitioners'

'Safer Working Practices'

DFE National Standards of Excellence for Headteachers,

DFE 'Use of Reasonable Force in Schools',

United Nations Convention on the Rights of the Child, Article 2,3 6 & 12

NSPCC Whistleblowing Adviceline

DfE Sexual Violence and Sexual Harassment in Schools and Colleges advice

DfE Promoting the education of children with a social worker - Virtual School Head role extension  
June 2021



NSPCC 'When to call the police'

C.MCC, MSP & GM Policies, Procedures & Guidance

Links to:-

MSP Website:-

MSP & GM Policies

MSP Multi-agency Levels of Need & Response Framework,

Safeguarding Concerns, Guidance & Proformas, including escalation process

MSP LADO Referral Process

MSP Learning From Serious Case Reviews

MSP on Sexual Harassment

GM Weapons Carrying Guidance

Help & Support Manchester Website:-

Early Help Strategy, Guidance, Assessments & Referrals

Our Practice in Manchester website:-

Signs of Safety Strategy, Guidance & Resources

MThrive

National Police Chiefs' Guidance

D. Links to Other Relevant School/EY Setting/College Policies/Procedures

Health and Safety

Physical Interventions/Restraint

Work Experience and Extended work placements

Relationships Education, Relationships and Sex Education and Personal Social and Health Education

Equal Opportunities

E-Safety

Extended Schools Activities

Behaviour Management including fixed and short-term exclusions

Trips and Visit

Special Educational Needs

Toileting and Intimate Care

Disability Discrimination

Looked After Children

Anti-bullying

Administration of Medicines

Letting to external organisations

External visitors/speakers

Child on Child Abuse

Code of Conduct (for staff)

#### E. Links to Other Relevant MCC Education Department Policies/Guidance

Schools Hub

'Safeguarding' model policy & guidance

'Safer Recruitment' model policy

Safeguarding Children with SEND

Manchester Governors' Handbook MCC

Attendance Guidance

CME Guidance

Inclusion Strategy

Anxiety Based School Avoidance Guidance

Weapon Carrying in Schools and Colleges Guidance

MCC Elective Home Education Policy

MCC Alternative Provision guidance and approved provider list

UKIS Governors' Guidance for Online Safety

#### F. Abbreviations

CiN	Child in Need
CP	Child Protection
CSC	Children's Social Care
DSL	Designated Safeguarding Lead
EH	Early Help
EHA	Early Help Assessment
GM	Greater Manchester
LADO	Local Authority Designated Officer
MASH	Multi Agency Safeguarding Hub
MCC	Manchester City Council
MSCB	Manchester Safeguarding Children's Board
SOS	Signs of Safety