

**Manchester City Council (MCC)
Model Policy
For Schools/EY Settings/Colleges
on
Safeguarding & Child Protection**

Date: Updated September 2023

SAFEGUARDING POLICY

Ashbury Meadow Primary School		
<p>The Head teacher who has the ultimate responsibility for safeguarding is Lucy Thomas</p> <p>In their absence, the authorised member of staff is Kathryn Greenough</p>		
KEY SCHOOL STAFF & ROLES		
Name All can be contacted on 0161-989-2999	Role	Location and/or Contact Phone Number
Lucy Thomas	Head teacher	203
Mark Gibson	Assistant Head	220
Kathryn Greenough	Pastoral support manager	205
Amie Barratt	Pastoral support assistant	205
Tracy Morgan	Out of School lead	228

NAMED GOVERNOR for Safeguarding & Prevent	Contact Phone Number/Email
Amanda Salmon	a.salmon@manchester.gov.uk

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 (KCSiE Part 2.78) are monitored by SLT and the Governing Body through the termly monitoring of our Single Central Record, regular monitoring of the reporting process, review of safer recruitment checks, review of escalations with third parties) Safeguarding is reported to the governing body and the governor responsible meets with the safeguarding team and has a good understanding of the system in place. Throughout the year staff training is supplemented by scenarios and quizzes to check for understanding and confidence in identifying signs and symptoms and applying the correct reporting procedures

Review Date	Changes made	By whom
November 2018	Policy created	Lucy Thomas, Kathryn Greenough and Amie Barratt
November 2019	Policy reviewed	Lucy Thomas, Kathryn Greenough and Amie Barratt
Dec 2019	Policy Reviewed and amended	Lucy Thomas, Kathryn Greenough and Amie Barratt
March 2020	Policy amended	Lucy Thomas, Kathryn Greenough and Amie Barratt
November 2018	Policy created	Lucy Thomas, Kathryn Greenough and Amie Barratt
November 2019	Policy reviewed	Lucy Thomas, Kathryn Greenough and Amie Barratt
November 2020	Policy reviewed	Lucy Thomas, Kathryn Greenough and Amie Barratt
September 2021	Policy amended	Lucy Thomas, Kathryn Greenough and Amie Barratt
September 2022	Policy amended	Lucy Thomas, Kathryn Greenough and Amie Barratt

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2019/20	6.2.20	Babajide Lawal-Shekoni
2020/2021 Amended March 2020		Babajide Lawal-Shekoni
2021/22	18.11.21	Babajide Lawal-Shekoni
2022/23	4.10.22	Babajide Lawal-Shekoni
23'24	5.10.23	Babajide Lawal-Shekoni

Summary of Safeguarding Procedures

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

Kathryn
Greenough
Designated
Safeguarding
Lead

If Kathryn
absent Lucy
Thomas/Amie
Barratt
DSL

Depending on
disclosure/concern a
Call will be made to
Consultation line
0161-234-5001
“Open door Policy”

- Advice line numbers:
- Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
- Social Care Advice & Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196
- MCC Safeguarding in Education Team: 0161 245 7171

Please see the ‘What to do if you have concerns about a child flowchart’ sent to you and also attached to the appendices of this policy. Remember that all staff have a duty of care, please be vigilant and always maintain an ethos of it COULD happen here and ALWAYS report concerns, never assume someone else will take action. KCSIE 1.51 and 1.56 2023.

Our procedure if there is an allegation that an adult has harmed a child, or that a child is a risk from a named adult is;
Ashbury Meadow Primary School Procedure - if there is an allegation that a member of staff has harmed a child, or that a child is at risk from a named adult the procedure is;

When you become
aware of an
allegation or
concern you must
ensure children are
safeguarded where
there is an
immediate risk.

**Allegation
Management**
Gather recordings
and information
where appropriate;
You must **not**
interview the child
or adult against
whom the
allegation is made

Liaise with Social
care/Police/DO (LADO)
Children’s’ services
0161-234-5001
MASH consultation line
0161-219-2895
Police (9)999
DO (LADO) Jackie Shaw
0161-234-1214
quality.assurance@manchester.gcsx.gov.uk
J.Patterson@Manchester.gov.uk
r.denton@manchester.gov.uk

If an allegation is
proved to be true
the school need to
contact the
disbarring service
to make sure that
this is recorded
**this is the school’s
responsibility.**

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

- All concerns including low-level should be reported to the head teacher unless concerning the head teacher in which case it should be reported to the chair of governors (1.72)

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:-

Ashbury Meadow Primary School Whistleblowing procedure; if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally.

Staff should report any behaviour by colleagues that raises concern to
DSL
Lucy
Thomas/Mark
Gibson/Kathryn
Greenough/
Amie
Barratt/Tracey

Report allegations against staff and volunteers to DSL or where they have concerns about the DSL's response report these directly to the DO
DO (LADO)
0161-234-1214

NSPCC
Whistleblowing
Helpline:
0800 028 0285
email
help@nspcc.org.uk

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

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

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- 10. Safety On & Off-Site**
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- 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 and Governing Body**

APPENDICES: -

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

In addition to this policy, all staff should be aware of the sections from KCSiE relevant to their role.

*Governing bodies should ensure that staff who work directly with children read **at least** Part One of the guidance, Annex A and Annex B. Staff who do not work directly with children should read either Part One or Annex A.*

Governors should read the whole of the guidance to ensure compliance and to facilitate effective monitoring of safeguarding in the school.

Other sections of the guidance may be pertinent to non-teaching staff with particular responsibilities, such as HR, and governing bodies should decide the appropriate reading for these groups.

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)

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

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect
- Channel

- Child Abduction and Community Safety Incidents
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images
- Child Criminal Exploitation
- Child Sexual Exploitation
- Children and the Court System
- Children Missing from Education
- Children who are lesbian, gay, bi or trans (LGBT)
- Children with Family Members in Prison
- County Lines
- Cybercrime
- Domestic Abuse
- Early Help
- Elective Home Education
- Homelessness
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty
- Looked After Children and children open to or who have been open to a Social Worker
- Mental Health
- Modern Slavery & the National Referral Mechanism
- Online Safety, including Education at Home
- Prevent Duty
- Preventing Radicalisation
- Serious Violence
- Sexual Violence and Sexual Harassment between children in schools and colleges
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing

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

Our Governing body should 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.

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

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

(KCSiE,1.4)

Our Vision Statement

At Ashbury Meadow Primary School children are at the heart of everything we do. We want our pupils to be challenged to reach their full potential and become life-long learners that have an active and positive role in our global community.

Our pupils will be resilient, inquisitive and eager to learn whilst being taught by inspirational staff in an outstanding learning environment. Within this environment all pupils and staff will feel safe, respected and supported. Their success will be recognised and celebrated. Pupils will enjoy each other's company while taking responsibility for their own actions and understanding how these affect the rights of those around them.

We will have positive relationships within our own community and work closely alongside parents and carers to ensure their children have the best start to life to become global citizens and make a wider contribution to others around them.

We aim:

- 1. To help children develop lively, enquiring minds with a lifelong love of learning and the ability to communicate effectively.**
 - 2. To help the children to use the knowledge and skills they are taught in a variety of practical situations both inside and outside of the classroom.**
 - 3. To develop self-awareness and encourage children to value and appreciate their own talents and the talents of others.**
 - 4. To provide varied opportunities for success, so that everyone can succeed at something and be proud of their achievements.**
 - 5. To foster respect and consideration for everyone; encourage people to work together and oppose all forms of discrimination.**
 - 6. To develop our children understands of the world and an awareness of their responsibility towards the environment as they start their journey to become global citizens.**
 - 7. To help children to become decent and responsible members of society, caring for and respecting each other in school, as we hope they will in later life.**
 - 8. To develop a pride in their locality and region and foster a desire to continue to explore and learn about them through different learning experiences.**
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- 1.1 Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' (in process of review) and 'KCSiE 2023'. Our policy ensures that we comply with our Statutory Duties (Appendices A & B)
 - 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local

Authority, especially Education, Children's Services and Community Safety (MCC)

- 1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix E)
- 1.4 Our policy complements and supports other relevant school policies (Appendix D).
- 1.5 Our policy is regularly reviewed and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR GOVERNING BODY

Our Governing Body have a strategic leadership responsibility for our school's/college's safeguarding arrangements and **will** ensure that they comply with their duties under legislation. They **will** have regard to KCSiE 2023, ensuring policies, procedures and training in 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 Manchester Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The Governing Body will ensure that: -

- All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety
- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.81, 2.95-97)
- A named member is identified as the designated governor for Safeguarding.

- Governors facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.
- Where there is a safeguarding concern, they and school/college leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. (Pupils Voice, DNA computer system, Chatterbox, Break out room, regular reminders to all pupils that all adults in school are safe people to talk to and that Mrs Thomas , Amie and Kathryn will always listen to any worries, however big or little. All pupils can identify an adult they can talk to)
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school/college has an effective Child Protection Policy
- The school/college has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained as required
- More than one emergency number is held on file for each pupil/student
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. DSL discusses school's policies and procedures with Designated Safeguarding Governor and informs them of any new or upcoming changes to the policies - liaise with DSL/Head teacher
- 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. Agenda or appendices may be added during periods of crisis to reflect changes of circumstance, such as arrangements for remote learning. In these circumstances all arrangements will be discussed with staff to ensure they understand the changes and our response.
- We operate safer recruitment and selection practices in accordance with Part Three of KCSiE, including appropriate use of references and checks on new staff, volunteers and contractors including overseas checks where relevant. All staff, visitors and contractors have a DBS , If the new staff member is from overseas, checks are made to clarify if they can work in school, all information is stored on the Single central record. SLT staff having training on safer recruitment and trained staff monitor each recruitment process. Details of this process and our checks can be found in the **Safer Recruitment Policy**.
- 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. Through yearly safeguarding training,(The National College Annual Certificate in Safeguarding) which includes a quiz to monitor understanding and termly updates and professional development, including quizzes and scenarios. DSLs two yearly DSL training
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. The safeguarding governor will come into school and meet regularly with the DSLs and ensure they have a good understanding with the system in place. The headteacher and safeguarding team meet termly for supervision meeting to discuss cases and procedures and also SCRs to reflect on procedures ensure best practice is used.
- 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.

‘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. They have lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through literature around school, "Chatterbox", Assembly's, NSPCC workshops on "Pants", Child Line Posters, Net Support DNA console is accessible to all children. Children can access via website in school or at home, information to parents can also be accessed on school newsletter.
- 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: DSL now Mental Health Lead, Weekly DSL drop in sessions, DSL Networking, Signs of safety awareness, Pupils voice, work closely with EHA and Children Services, DSL have a mobile phone and are able to be reached during school break
- 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. DSL have a weekly section on the Staff meeting, all staff use

the Cpoms to highlight and record concerns. Safeguarding leaflet for visitors, explaining expectations and reporting.

- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting. Prior to starting the person's DBS is sight checked and the number and expiry date are recorded on our Single central record. Identify is also checked
- 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. Arrangements can be found in our **Visitors 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. They take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a DDSL but they take the ultimate lead for child protection. (DDSL/s are trained to the same standard as the DSL).

The DSL, together with team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture of listening to children and taking account of their wishes and feeling, and also understand the difficulties some children may have in approaching staff about their circumstances
- Work closely with the school's lead for mental health
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding,

e.g., through DSL Networks, Safeguarding Newsletters and Circular Letters

- Provide/ commission support and training for staff and volunteers ; All staff are given in house safeguarding training with DSL and they also complete their Level 1 Safeguarding certificate. A register is kept of all Safeguarding courses staff have attended and signatures to show they understand the relevant policies. The impact of training is monitored through safeguarding scenario discussions to monitor understanding and application, monitoring of reporting, monitoring of incidents categories, learning walks
- 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. School uses the Framework for the Assessment of Children in Need and Their Families when referring a disclosure/concern and follow escalation process if necessary. All information is uploaded onto CPOMS and sent to relevant staff need to know basis. All DSLs understand that if they are not happy with outcomes, when monitoring a case they can escalate further. Cases are discussed in supervision meetings to monitor impact.
- 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 School follow the guidelines from ICPC using Chronology of events gathered from CPOMS, attend TAF and CIN meetings, following the Signs of Safety scale in cohesion with MSCB.
- 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. **See our Supervision Policy**
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance (Annex C.p 165)
- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult (PACE Code C 2019). (Annex C, p165)
- 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: Electronic documents are stored on CPOMS, paper documents are stored in a fireproof, locked filing cabinet located in the safeguarding office, which is locked with a combination code when not in use. School

follow the Government Data retention period, information is only cascaded down to relevant staff on a need to know basis

- 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. School use Cpoms that follow GDPR guidelines and DSL will deliver any safeguarding files direct to the school and obtain a signature, CME files are stored and locked away following government data retention period.
- Always be available during school hours during term time, and at other times as designated by the Headteacher. If a member of the DSL team are not available a member of the Education Safeguarding unit is asked to represent school at meetings, DSL, SENCO, Attendance Lead and LAC DP have email contact and Cpoms access throughout the year.
- 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 information is given to all admitted children and the parents sign on the admission paperwork that they understand and acknowledge if this was to take place, school follow the MSCB guidelines and gain consent from parents unless the school deems that this will harm/impact the child. The policy can be found in the policy section of our website.
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child
- A specific role for the DSL at school is the Attendance Lead and Designated Person for Looked after Children. Responsibilities of the Safeguarding Team are working alongside the SENDCO contributing to EHCP's and EHA's
- Specific Roles of our safeguarding team: K Greenough: DSL responsible for EHCP pupils, Mental Health Lead. Designated Person for Looked After Children . L Thomas: Attendance Lead. M Fuller : SENDCO

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/Bullying policy, including Script
- 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
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious and actively build trusted relationships which facilitate communication.
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Be aware of the local early help processes and understand their role in it
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role

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

3. TRAINING AND AWARENESS RAISING

- 3.1 In accordance with KCSiE 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. During induction, **(See Induction Policy)** All staff are given in house safeguarding training with a DSL and they also complete their Level 1 Safeguarding certificate. A register is kept of all Safeguarding courses staff have attended and signatures to show they understand the relevant policies. Staff also use the National College safeguarding courses. Weekly Safeguarding sessions are included at the staff meeting. Inducted staff have induction review meetings to monitor and support understanding, including safeguarding and ECTs meet weekly with their mentor, in this meeting safeguarding understanding can be addressed.

This training will be regularly updated

- 3.2 All staff must ensure that they have read and understood KCSiE: Part One/Annex A and/or Annex B. A register is kept of all staff having read 'KCSiE' and signatures to show they understand the relevant policy this is then discussed during Staff meetings and this is recorded in the minutes of the meetings. This is monitored during staff meetings, with focused discussion and questions around KCSiE
- 3.3 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. All staff receive Safeguarding updates through staff meetings, staff also receive any updated policies and procedures via email and these are also found on the shared area and Schools website and annually. Staff receive Level 1 Safeguard training, via the National College, DSLs have training every 2 years. Quick tests are given to ensure staff has a proper understanding of the issues raised during training or from documents they have read. Training needs is determined by national legislation changes and an

analysis of school or local issues. These sessions are then rolled out in staff meeting training, in a timely manner. Staff and pupil voice support the analysis of needs for training and also the impact of training.

- 3.4 All staff members will receive regular safeguarding and child protection training and updates, including online safety (Annual Certificate in on line safety, National College) and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively. All staff meetings are recorded and minutes are found on the shared area. Any lessons identified from Serious Case Reviews are discussed with staff during these meetings and how they will be acted on and what is expected to change as a result of the Serious Case Review. All teaching staff take part in the National On-line Safety Certificate, which includes a quiz for monitoring of understanding. E safety training and briefings are throughout the year and where particular issues need addressing in specific year groups the National on line safety leaflets are used with staff, pupils and parents. Parents all have access to the National on-line safety site through our membership subscription
- 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. Through consultations and discussions in staff meetings and to trial safeguarding actions eg fire evacuation procedures and feedback on issues, improvements etc..
- 3.6 All interview panels will include at least one member that has completed up to date Safer Recruitment training within the last 3 years.
- 3.7 All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people and this is included in our training programme.

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. At Ashbury Meadow we have a School Council made up of different age ranges of children. The school council meets up every week where they discuss any concerns, what children want to see in school and organise events.

This information is delivered in assemblies so the whole school is aware of what's going on.

Ashbury Meadow is a Rights Respecting school, all children have the same rights, and all the rights are connected to each other and are all equally important. We have to think about rights in terms of what is best for children in a situation, what is critical to life and protection from harm. Our rights respecting team meet monthly and are led on children's rights; the SLT team performs regular pupil voice questionnaires which inform policies relating to subjects such as resilience, mental health and e safety. Child friendly documents, including our acceptable use policies for children, split into child friendly KS1 and KS2 policies.

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

4.2 POOR ATTENDANCE

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

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. This includes missing individual lessons, as well as being absent or late at Registration. Any concerning patterns are reviewed in partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.
- 4.2.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.2.3 We implement the statutory and LA requirements in terms of monitoring and reporting children to the CME Team (named unchanged)
- 4.2.4 We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2023) to assist with strategies for supporting children and young people experiencing anxiety to return to school.
- 4.2.5 We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date. (This is in response to learning from local serious case reviews.)

4.3 ALTERNATIVE PROVISION (AP)

- 4.3.1 We will only place children in AP which is a registered provider and has been quality assured e.g. is on the MCC approved provider list or has been judged by Ofsted to be Good or better.
- 4.3.2. Children who require access to AP will have a personalised learning plan designed to meet their needs. 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

- 4.4.1. We comply with statutory regulations and with the LA Inclusion Policy (Appendix C).
- 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 EH, CiN or CP, the EH Practitioner or Social Worker will be informed.
- 4.4.3 We will work with the MCC Weapon Carrying in Schools and Colleges guidance (Appendix C) to assist in decision making around exclusion and other responses to carrying or using weapons in school
- 4.4.4 Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

4.5 VULNERABLE GROUPS

- 4.5.1 We ensure that all key staff work together to safeguard vulnerable children. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support.
- , At Ashbury Meadow DSL have monthly Levels of Need meetings and will refer to Multi Agencies if needed, Cpoms are used daily and so information is cascaded to all relevant staff, LAC and SGO children have weekly Pastoral support where they can discuss any issues or concerns they may have and what's going well. They also have open access to the nurture room at break and lunch. During any forced closure we maintain contact via phone or visits where appropriate and invite pupils to our care provision.

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

- Is disabled or has certain health conditions and has specific needs
 - Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - Has a mental health need
 - Is a young carer
 - Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines
 - Is frequently missing/goes missing from care or from home
 - Is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - Is at risk of being radicalised or exploited
 - Has a family member in prison, or is affected by parental offending
 - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Is misusing drugs or alcohol themselves
 - Has returned home to their family from care
 - Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
 - Is a privately fostered child
 - Is persistently absent from education, including persistent absences for part of the school day
- Additionally, these children will also be considered
- International new arrival, refugee or asylum seeker
 - Looked after, previously looked after or under a special guardianship order.
 - Has or has had a social worker
 - LGBT children (KCSiE, Part 2:203-205)
 - Has the potential for adultification

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in managing or reporting these challenges.
(KCSiE, Part 2:199)

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

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

4.5.6. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after. We work with relevant social workers and the Virtual School (KCSiE, 187-196)

4.5.7 Where children have or have had a social worker, we will work alongside the social worker to ensure there is a clear education focus in the Plan for the child.

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

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

4.6.2 Our separate **Child on Child Abuse** appendices 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 2023

Procedures and approach to child on child abuse

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

Our procedures and approach to this issue which are summarised below: -

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- 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
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- **Child on child abuse – Our procedures:**

- Through training we ensure that all staff recognise that children are capable of abusing their peers. The senior leadership team and governing body are responsible for ensuring that procedures exist to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. There is a clear procedure on how victims of **Child on Child abuse** will be supported.
- All staff are aware of **Child on Child** abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based

violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating violence and rituals. These issues will be addressed through our school/college curriculum and assemblies throughout the year.

- All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advise for practitioners' for further help in identifying signs and symptoms of child abuse and neglect.
- Staff members who are concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the DSL.
- In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. Throughout school, safeguarding is taught as part of our curriculum.
- We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.
- We incorporate this through CORAM, Healthy Schools, Rainbow Flag, UNICEF and NSPCC, healthy relationships, people who help us, British values. in to our curriculum time in an age appropriate way for the year groups in school. Also from September 2020 we have included Relationships Education, Relationships and Sex Education (RSE) and Health Education, in the school timetable, in line with DfE guidance and the national curriculum.
- Students are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum.
- Students are made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour.
- Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentiality.
- School uses Cpoms for recording disclosures and managing allegations of peer on peer abuse, school supports pupils in sharing concerns.
- The process school uses for investigating and dealing with a disclosure; ensures that a clear process is in place as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported; the child's wishes and feelings are also considered when determining what action to take and what services to provide.
- School will determine whether the child is in immediate danger or risk of harm and will make a referral to Children's services or Police.

- All information is handled in accordance with the school's Information Sharing/Management Policy, which is written in line with HM Government guidance – 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018' and the 7 principles of information sharing within that document.
- When incidents of sexual violence and sexual harassment occur the schools response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement. Incidents of child on child abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools anti-bullying policy and/or behaviour policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be. The schools Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime. The school will put a proportionate and supportive package of care in place for those affected.
- School leaders are aware that detailed advice to support schools and colleges has been published. The advice is available and includes what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.
- The school adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes: How to respond to incidents and safeguarding young people' December 2020 in respect of our response to sexting. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people.

4.7 ELECTIVE HOME EDUCATION

- 4.7.1 We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child's best education is at the heart of the decision.
- 4.7.2 We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs
- 4.7.3 If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves,

parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made.

- 4.7.4 We will inform Manchester LA of all deletions from the admission register when a child is taken off-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 We update our awareness training for staff based on new information regarding trends, modes of operation and language/slang when provided by partner agencies.

4.8.3 Child abduction and community safety incidents

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. Nurture sessions based on resources from “Stranger danger” www.actionagainstabduction and www.clevernevergoes .Assembly’s lead by MCC prevent Lead.

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

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

KEEPING RECORDS

Ashbury Meadow Primary School use Cpoms which is a system where staff record concerns, conversations or relevant information and will also include a chronology of any significant event in the child’s life, Cpoms can only be read by relevant staff.

Safeguarding files are kept secure and locked, school follow the DFE guidelines on data retention period, School hold a SCR (single central record of evidence)

5.1

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

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

5.1.3 We keep our safeguarding records secure.

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

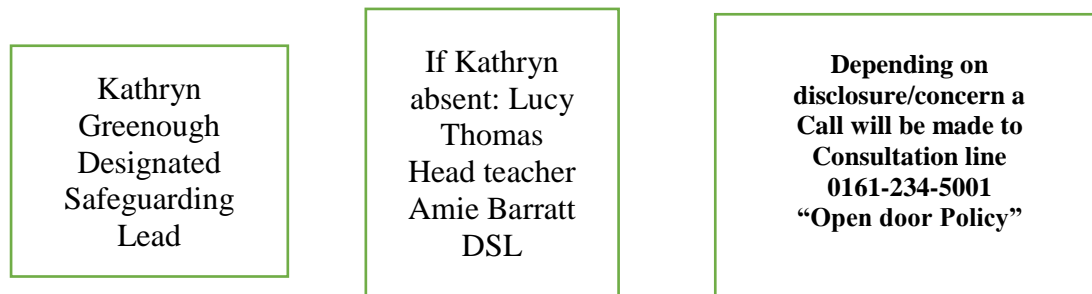
5.2 RECORDING AND REPORTING CONCERNS

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

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

The procedure used at Ashbury Meadow Primary School for recording concerns is the Cpoms system this is checked throughout the day by DSL/SLT, **CPOMS** is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs and Domestic issues. School can ensure that students are safe and fully supported. Every member of staff across school has an obligation to report any concerns which they may have. **CPOMS** allows them to record information have relevant people alerted immediately. DSL's are able to build a chronology around a student and can produce reports on vulnerable pupil groups for Referrals to MSCB, EHA's, Case Conference Meetings, Governors and Ofsted at the touch of a button.

At Ashbury Meadow Primary School there are 5 Designated Safeguarding Leads, **Lucy Thomas** Head teacher 203, **Mark Gibson**, Assistant Head 222, **Kathryn Greenough**, Pastoral support manager, 205, **Amie Barratt** Pastoral support assistant 205, **Tracy Morgan** out of School lead 228.



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** e.g. in cases of suspected sexual abuse. We will record the reasons if consent is not gained.
- 5.3.5 In such cases the DSL or Headteacher will seek advice from Children's Social Care AGS.

5.4 MULTI-AGENCY WORKING

- 5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 5.4.2 We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.
- 5.4.3 We will notify the named Social Worker if:

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

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

5.5 CONFIDENTIALITY & INFORMATION SHARING

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

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

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

5.5.4 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 Part 2:115-123)

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

5.6.1 A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.

- 5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. One of the DSLs will be key worker to the case and where possible attend meetings, should they be unable to, another DSL will attend and if a holiday they will attend virtually where possible, and if no one can attend reports will be submitted or Safeguarding team are informed and they will attend in place of school staff.
- 5.6.3 Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up to date proforma to the Chair within the required timescales, at least 48 hours before the meeting.
- 5.6.4 Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- 5.6.2 We will aim to discuss and share reports with the parents/carers before the conference.
- 5.6.3 All relevant staff will be confident in using the tools which are part of the Signs of Safety approach, including refreshed and updated versions

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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

5.8 LEARNING FROM SERIOUS CASES

- 5.8.1 MSP will always undertake a child practice review (CPR) previously called a serious case review (SCR) when a child dies (including death by

suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the CPR/SCR is to:

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

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

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

6. THE CURRICULUM

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

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

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

6.3.1 Relationships Education, Relationships and Sex Education (RSE) and Corum Life 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.

6.3 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation

e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.

- 6.4 All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. All pupils know who to talk to and that Mrs Thomas, Kathryn and Amie have an open door policy, they know where our chatter box is located and can make e safety or other issues known through Net support DNA
- 6.5 Children are encouraged to contribute to the development of policies. This is done through pupil voice, school council and our Rights Respecting Team.
- 6.6 Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2,129)
- 6.7 We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life.
- 6.8 We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment. We are a member of Rainbow Flag and are participating in the award.

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

- 7.1 Online safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school/college approach empowers us to protect and educate pupils/students and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- 7.2 The checklist to ensure compliance with Filtering and Monitoring standards is included as Appendix B

- 7.3 We consider the 4C areas of risk to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.

Content, Contract, Contact and Conduct

- 7.4 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.

- 7.5 Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in our **Online Safety policy and Mobile Technologies Policy** but in summary;

At Ashbury Meadow children are not allowed phones in school, they must be handed to the teacher at the start of the day, all technology is checked through the in house IT system and if any suspicious behaviour is noted this is brought to the attention of the Head teacher via Network support DNA

- 7.6 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. All filtering is done by the Sophos Firewall which is maintained by One Education. The filtering system will be reviewed when the contract ends in 2024. Periodic checks are carried out on the filtering within the school, by using the website tool <https://testfiltering.com/>

- 7.6 We ensure our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility

- 7.7 We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness.

- 7.8 We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children. These are regularly communicated to us, along with child friendly literature to support parents discuss safety at home via The National On Line Safety.

- 7.9 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. This covers the use of all technologies and platforms used, both on and offsite. Including, iPad, phones and

computers as well as cameras .The staff code of conduct is updated annually to ensure that it is up to date with all forms of media use.

- 7.10 We will complete online safety audits as appropriate to our needs and know where to access recommended models.
- 7.11 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. Through our National on Line Safety membership, all parents have access to the resources on the site, including parental guides to particular topics, webinars and child friendly leaflets. If a particular issue is noted within a year group, that has arisen from home, eg, snap chat messaging. All parents receive a guide to discuss with pupils at home and whole school messages re parental controls are sent out regularly.
- 7.12 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. All staff now have their own class email, any concerns during remote learning are put on Cpoms and are acted upon by the DSL team if required, remote learning guidelines sent to all parents/carers and children. Staff have an acceptable user policy and an acceptable user policy for home education. The code of conduct also refers to communications.
- 7.13 As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSiE Part 2, 135-148)

8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance, KCSiE and the LA model policy for Safer Recruitment (Appendices A & D)
- 8.2 Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school/college. These measures are outlined below and expanded in our Safer Recruitment Policy.
- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and

at least one of the persons who conducts an interview has completed safer recruitment training.

- Our job adverts will include safeguarding requirements and the schools /colleges commitment to safeguarding and promoting the welfare of children
- Our job adverts will make clear that safeguarding checks will be undertaken, including online checks for shortlisted candidates
- We understand the process around filtering offences
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form.
- Shortlisted applicants will be asked to complete a self -declaration of their criminal record or information that would make them unsuitable to work with children
- Applicants must sign a declaration confirming information given is true
- References are obtained by the school/college before interview and open references are not acceptable
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
- We will investigate at interview if any concerns have come to light about the candidate through the self-declaration or online checks.
- We involve pupils/students in the process in a meaningful way
- All information in the decision-making process is recorded along with the decisions made
- Correct pre-employment checks are carried out and appropriately stored on the single central record
- We understand and complete appropriate processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate
- We understand the check which needs to be made for individuals who have lived or worked outside the UK

- We adhere to duties which must be performed in relation to agency and third party staff, contractors, trainees or student teachers, visitors and volunteers
- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos

8.3 The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate.

- 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)

T Morgan, who manages our out of school club, is one of our DSLs and ensures all safeguarding systems and expectations are maintained.

We do not currently use our buildings for non-school activities.

8.4 The school maintains a single central record of all recruitment checks, updated and monitored at least termly, by senior leadership and governor.

8.5 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

8.6 Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.

8.7 We will not routinely keep copies of DBS certificates, either electronically or in paper files but if we have good reason to do so, these will not be kept for longer than six months

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

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

- 9.1 We follow the DfE guidance KCSiE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly
- 9.2 We follow the DfE guidance KCSiE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly
- 9.3 We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated
- 9.4 The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation
- 9.5 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'. These are outlined in our Statement of procedures and policy for dealing with allegations of abuse against staff.
- 9.6 The harms threshold indicates that 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)
- 9.7 Our **Statement of procedures and policy for dealing with allegations of abuse against staff**, details the processes and responses to reporting harm threshold cases and also managing their conclusions.
- 9.8 Concerns that do not meet the harm threshold may include

- Suspicions or nagging doubts about a member of staff
- Complaints
- Disclosures made by child, parent/carer or another adult within or outside of school/college
- Inappropriate conduct outside of work
- Those raised during recruitment and vetting processes

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

9.10 Although low level concerns may not meet the harm threshold, they are not insignificant.

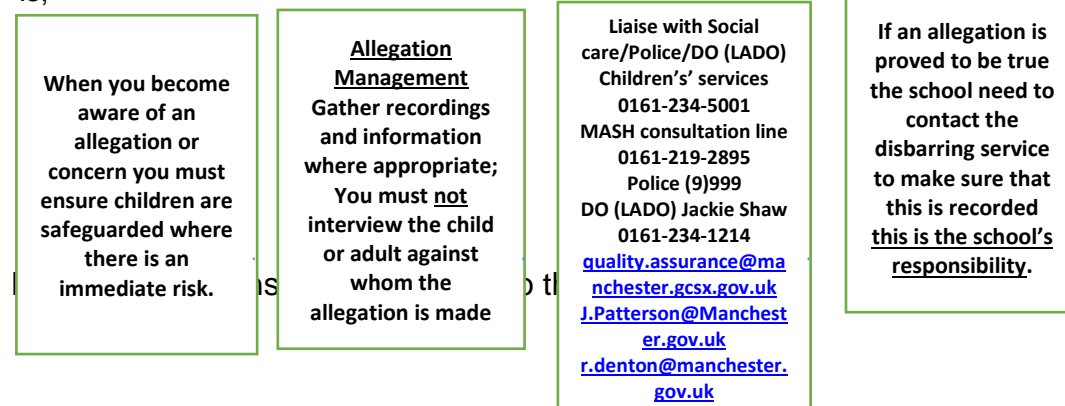
9.11 All low level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes- 423-440)

9.12 Our **Statement of procedures and policy for dealing with allegations of abuse against staff**, details the processes and conclusion of low level concerns and guidance about including information in references.

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

9.14 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower.

Ashbury Meadow Primary School Procedure - if there is an allegation that a member of staff has harmed a child, or that a child is at risk from a named adult the procedure is;



10.SAFETY ON & OFF SITE

- 10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 10.2 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- 10.3 All visitors, including visiting speakers, are subject to our safeguarding protocols while on site. We will undertake an assessment of the education value, age appropriateness and content of the visitors 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.
- 10.7 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.
- 10.8 When the school/college is let and services or activities are provided by another body, we seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school/college on these matters where appropriate. We don not rent our buildings out.
The school ensures that organisations providing services, such as MCIC, have appropriate safeguarding and child protection in place , before engaging with their services and have details of the named contact within that organisation with whom to liaise with safeguarding concerns.

- 10.9 Should we receive an allegation relating to an incident that happened when an individual or organisation were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO.
- 10.10 Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school/college premises – failure to comply with this will lead to termination of the agreement.
- 10.11 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. Our **Visitor Policy** describes procedures.
- 10.12 We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- 10.13 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.15 We have a Health & Safety policy
- 10.16 We have read and considered the MCC/One Education Critical Incident guidance, the DfE Emergency planning and response for education, childcare and children's social care settings and School and College Security GOV.UK and we have a Critical Incident policy in place. And Business Continuity Plan in place,

11. COMPLEX SAFEGUARDING

Serious violence

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

Child Criminal Exploitation and Child Sexual Exploitation

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

Please see separate folder for appendices.