

Safeguarding and Child Protection Policy

Moston Lane Community Primary School



Article 19

Children have the right to be protected from violence, abuse and neglect.

Updated	September 2024
Reviewed	Annually
Headteacher	Mrs. E Hardwick
Date of ratification	
Chair of Governors	

SCHOOL NAME		
Moston Lane Community Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is: Mrs Liz Hardwick		
In their absence, the authorised member of staff is: Miss Mel Adams		
KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
Mel Adams	DSL Assistant Head (KS2)	(0161) 205 - 3864
Kate Milnes	Safeguarding Officer Inclusion Manager SENCO Prevent	(0161) 205 - 3864
Paula Hilton	Safeguarding Officer Attendance Lead	(0161) 205 - 3864
Alison Cullen	Safeguarding Officer Behaviour Lead	(0161) 205 – 3864
Sue Pownall	Deputy Head SENCO LAC	(0161) 205 – 3864

Review Date	Changes Made	By Whom
07/09/2023	Policy reviewed	Mel Adams
07/09/2023	Policy updated	Mel Adams

NAMED GOVERNOR for Safeguarding & Prevent	Contact Phone Number/Email
Hazel Rock	07766 114427

Ratification by Governing Body

Academic Year	Date of Ratification	Chair of Governors
2024 – 2025	23 rd September 2024	Michael Hilton

This policy will be reviewed at 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:

- Reading of policies and questioning of DSL about the content
- DSL meeting with Safeguarding Governor
- Learning Walks
- Lesson observations
- Safeguarding audits and actions

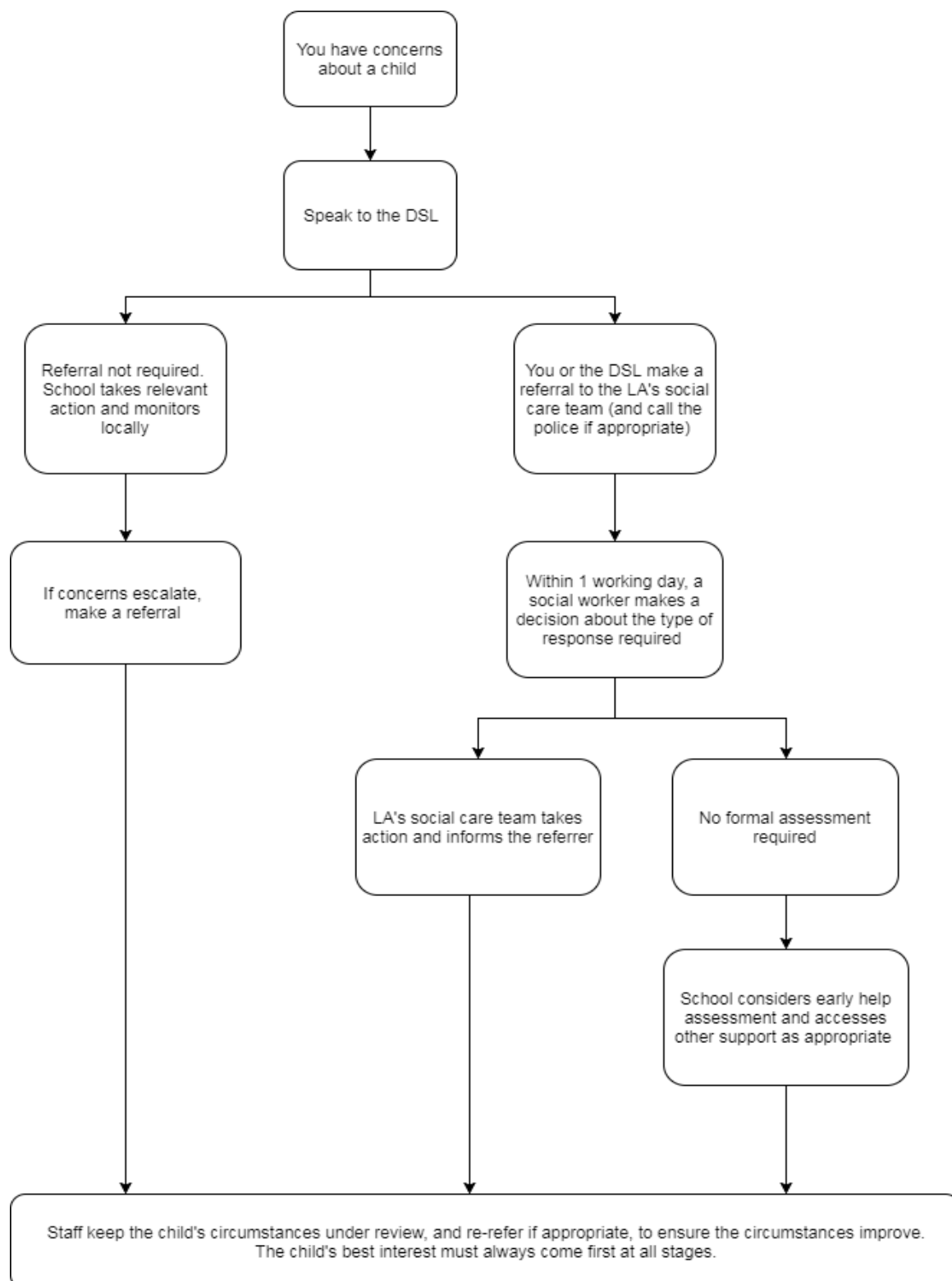
Summary of Urgent Procedures

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

- Report concerns to DSL or member of the Safeguarding Team
- Record accurately on CPOMS
- Do not discuss the concern with any other members of staff
- Safeguarding team member will contact Advice and Guidance Service to report concerns

'What to do if you have concerns about a child' flowchart

As a staff, we need to maintain the attitude of 'it could happen here'. If you are concerned, report it to a member of the safeguarding team immediately – never assume that someone else will take action.



Useful Contacts:

Early Help Hubs: North (0161) 234 1973

Social Care Advice and Guidance Service (0161) 234 5001

Complex Safeguarding Hub Advice Line: (0161) 226 4196

MCC Safeguarding in Education Team: safeguardingedu@manchester.sch.uk

Our procedure if there is an allegation that an adult has harmed a child, or that a child is at risk from a named adult is:

- Report concern to DSL or member of the safeguarding team
- Record accurately on CPOMS
- Do not discuss the concern with any other members of staff
- Safeguarding team member will contact AGS to report concerns

All concerns, including low-level, should be reported to the Head teacher, unless concerning the Head teacher. In such cases, concerns should be reported to the Chair of Governors (Michael Hilton).

Our procedure if there is an allegation that an adult has harmed a child, or that a child is at risk from a named adult:

- Report concern to the Head teacher
- Head teacher to contact the Designated Officer (LO) for advice on next steps
- Head teacher to follow the guidance and advice of the DO

Useful Number:

Manchester DO (sometimes known as LADO – Local Authority Designated Officer): (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 you have concerns about a member of staff or volunteer, speak to the Head teacher immediately. If you have concerns about the headteacher, speak to the chair of governors
- The Head teacher/Chair of Governors/DSL will then follow the procedures set out in appendix 3, if appropriate.
- The Head teacher (or Chair of Governors, in the case of a concern about the Head teacher) will also inform the Designated Officer for the local authority.
- Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).
- Only where a concern is considered low level can allegations be discussed with the DSL

Useful Contact Information:

NSPCC Whistleblowing Helpline 0800 0280285

Email: help@nspcc.org.uk

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1. Introduction & Aims

Through this policy Moston Lane Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. We work hard to create a culture of vigilance and show a commitment to safeguarding all children.

This policy has been developed to ensure that all adults in our school are working together to safeguard and promote the welfare of children 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 and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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)

The school aims to ensure that:

- **Appropriate action is taken in a timely manner to safeguard and promote children’s welfare**
- **All staff are aware of their statutory responsibilities with respect to safeguarding**
- **Staff are properly trained in recognising and reporting safeguarding issues**

Legislation and statutory guidance

This policy is based on the Department for Education’s statutory guidance, [Keeping Children Safe in Education 2024](#) and [Working Together to Safeguard Children \(December 2023\)](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children

Statutory [guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The [Childcare \(Disqualification\) Regulations 2009](#) (and [2018 amendment](#)) and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

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.

Our policy complements and supports other relevant school policies

Definitions

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstance consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes. **(KCSiE 1.3)**

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.

Children includes everyone under the age of 18.

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 December 2023’ and ‘KCSiE 2024’. 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 AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in Moston Lane Primary School and is consistent with the procedures of Manchester Local Authority. Our policy and procedures also apply to extended school and off-site activities.

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 2024, 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.

Our governing body will approve this policy at each review, and hold the headteacher to account for its implementation.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

Our governing body will also ensure -

- 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 2.79, 2.94-96)
- A named member is identified as the designated governor for Safeguarding (**Hazel Rock**)
- 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. (Describe or signpost these processes, or where they can be located, in the remainder of the policy).
- 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. Describe arrangements if appropriate
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance. Describe arrangements
- We operate safer recruitment and selection practices in accordance with Part Three of KCSiE. Describe how this is monitored or include in 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. Describe how this is monitored
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. Describe arrangements
- Our governors regularly review the effectiveness of digital safeguarding arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

2.2 Our Head teacher

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 2.112)

‘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, 2.113)

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 volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff, including supply teachers, visitors, volunteers and contractors, understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed S175 online tool to the LA as requested
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. 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 Describe arrangements and is accessible to all children. Describe arrangements
- 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 Describe arrangements, including for out of hours & school holidays
- 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. Describe arrangements unless expanded on elsewhere
- 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. Describe arrangements
- 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. Describe arrangements
- 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

At Moston Lane Primary our DSL is **Mel Adams**. The DSL is a senior member of staff from the 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 digital safeguarding and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a DDSL but the DSL takes the ultimate lead for child protection . (DDSLs are trained to the same standard as the DSL).

During term time, the DSL or additional members of our Safeguarding Team (**Liz Hardwick, Paula Hilton, Alison Cullen, Kate Milnes**) will be available during school hours for staff to discuss any safeguarding concerns.

Outside of school hours/term time, Liz Hardwick and Mel Adams are contactable via email at head@mostonlane.manchester.sch.uk; and m.adams@mostonlane.manchester.sch.uk.

The DSL, together with team as applicable will:

- **Manage referrals**

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- refer to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

- **Work with others**

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member (delete if not applicable and relate to Section 9, Managing allegations and concerns)
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.

This includes:

- ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes
- **Share information and manage the child protection file**
 - Files will be kept up to date, confidential and stored securely on our CPOMS system
 - Files will only be accessed by those who need to see them and if content needs to be shared, we will follow the appropriate information sharing advice
 - Files will be transferred to a new school or college as soon as possible and within the first five days of the start of a new term
 - For in-year transfers, files will be shared with new school/college within 5 days
 - Confirmation of receipt from the new school/college should be obtained
 - Where we receive files for a new starter, key staff will be made aware as required.
 - Where appropriate, files may be shared with a new school or college in advance of the child leaving to enable the right safeguarding support to be put in place
 - **Raise awareness**
 - ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff
 - ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
 - ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
 - link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
 - help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.
 - **Undertake training, increase knowledge and skills**
 - understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
 - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
 - understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
 - are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
 - understand the importance of information sharing, both within the school/college, and with the safeguarding partners, other agencies, organisations and practitioners
 - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
 - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school/college
 - can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
 - obtain access to resources and attend any relevant or refresher training courses, and
 - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school/college may put in place to protect them
 - 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 support for staff**
 - ensure that staff are supported during the referrals processes, and
 - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- **Understand the views of children**
 - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school/college may put in place to protect them, and,
 - understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- **Hold and share information**
 - understand the importance of information sharing, both within the school/college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
 - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
 - be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where

referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

In addition, to be able to respond to the specific needs of children in Manchester, the DSL will

- 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. (Describe arrangements)
- Specify the roles and responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENCO, Attendance Lead, Designated Person for Looked After Children, Mental Health Lead
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child

Safeguarding Team Roles:

Liz Hardwick – Head Teacher

Mel Adams – DSL

Paula Hilton – DDSL; Family Support Worker; Attendance; Early Help

Kate Milnes – DDSL; Inclusion; SENCO; Early Help; Prevent

Alison Cullen – DDSL; Behaviour; Early Help

Sue Pownall – LAC; Behaviour Lead; Mental Health/Wellbeing Lead

The full responsibilities of the DSL are set out in their job description.

SCHOOL 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:

- read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2024, and review this guidance at least annually.
- follow our agreed Staff conduct and Professional Behaviour policy
- be open and honest and adhere to the self-declaration regarding to the Childcare (Disqualification) Regulations 2009 (and 2018 amendment) and Childcare Act 2006, which set out who is disqualified from working with children.
- attend training sessions/briefings as required to ensure they are aware of the signs of Abuse, Neglect, Complex Safeguarding concerns and key LA approaches including Early Help; Signs of Safety; Safe and Together and ensuring that the voices of children are listened to and taken into account
- provide a safe environment for children to learn
- be approachable to children and respond appropriately to any allegations
- attend multi agency meetings if appropriate to their role
- contribute to the teaching of safeguarding in the curriculum as required

- 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 2024, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including digital safeguarding 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 Describe arrangements.
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 Describe arrangements agreed, including how this is checked and monitored

3.3 All staff will receive child protection training every year 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.

3.4 All staff members will receive training and updates around digital safeguarding and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively. This will be done through additional staff training throughout the year; keeping staff informed of updates issued

3.5 All interview panels will include at least one member that has completed full Safer Recruitment training, within the last 3 years or Safer Recruitment Refresher training, if the former has already been undertaken.

3.6 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.

3.7 The DSL and deputies will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually through e-bulletins, DSLs networks, half-termly safeguarding team meetings.

They will also undertake Prevent awareness training.

3.8 All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. Describe how, including developing accessible and child-friendly documents.

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 Bronze/Silver/Gold Level/are working towards accreditation.(Delete as required)

4.2 POOR ATTENDANCE/ABSENT CHILDREN

We adopt MCC's updated 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 will report children appropriately to the CME Team

4.2.4 We will follow the Emotionally Based School Avoidance guidance (MCC, updated version May 2024) 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. Their attendance will be monitored by us in accordance with the School Register Regulations (secondary schools only). Our DSL will work together with the DSL at the AP to ensure 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. Describe any other arrangements in place to intervene before an exclusion takes place, ie Behaviour Panel

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. We monitor CPOMS incidents and an offer of early help is made.

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
- 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.

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.

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.

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

4.6 CHILD ON CHILD ABUSE (KCSiE, Part 5)

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 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.

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 should 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 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.

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.

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

5.1 KEEPING RECORDS

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(CPOMS)

5.3 WORKING WITH PARENTS/CARERS

- 5.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.
- 5.3.2 In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.
- 5.3.3 We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.
- 5.3.4 We will inform, and gain consent from parents/carers if possible, if a referral is to be made to Children's Social Care or any other agency **unless it is believed that by doing so would put the child at risk** eg in cases of suspected sexual abuse. We will record the reasons if consent is not gained.
- 5.3.5 In such cases the DSL or Headteacher will seek advice from Children's Social Care AGS.

5.4 MULTI-AGENCY WORKING

- 5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 5.4.2 We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.
- 5.4.3 We will notify the named Social Worker if:
 - A child subject to a child protection plan is at risk of permanent exclusion
 - There is an unexplained absence of a child who is subject to a child protection plan
 - It has been agreed as part of any child protection plan or core group plan.
 - We receive an Operation Encompass notification and believe the social worker may not be aware of the circumstances
- 5.4.4. We will regularly review 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)

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. DSL/DDSL will attend meetings for families with whom they work, as well as those of colleagues. DSL will attend meetings that fall in the school holidays.
- 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 Social Care's refreshed approach.

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

- 5.7.1 Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 5.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 5.7.3 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.
- 5.7.4 We will 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 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 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 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 well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills. 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 learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

6.3 There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.

6.4 Relationships Education, Relationships and Sex Education (RSE) and Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues, knowing and understanding when they are at risk, how to keep themselves safe and how to get help if they need it.

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

6.5 All children know there are adults in our school 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.

6.6 Children are taught about safeguarding, including online safety and for some children, this will take a more personalised and contextualised approach, such as more vulnerable children, victims of abuse and some SEND children.

6.7 We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life

6.8 We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

7 DIGITAL SAFEGUARDING

7.1 Digital safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school approach empowers us to protect and educate pupils 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 is to help raise

educational standards, promote children's achievement, and support the professional work of staff, as well as enhance our management information and business administration.

7.2 The checklist to ensure compliance with Filtering and Monitoring standards is included as Appendix 5.

7.3 We consider the 4C areas of risk (Content, Contact, Conduct, Contract) to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.

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 at Moston Lane Primary School.

7.5 Our policy on the use of children's personal devices (mobile phones, Smart technology) is clearly outlined in our Online Safety statement. In summary, children in Key Stage 1 and Lower key Stage 2 are not allowed to bring personal devices to school. In Upper Key Stage 2, where children have permission to bring mobile phones to school, they are required to turn off their device on arrival to school and hand it to the class teacher until the end of the school day. We do not allow the wearing of Smart watches in school.

7.6 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. We have Smoothwall in place via our service provider MGL.

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

7.8 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. Endpoint virus protection is installed on our system, provided by MGL.

7.9 We will encourage children to use Social Media safely (including when gaming) providing opportunities for them to think about and discuss the issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children.

7.10 We have separate acceptable use policies for both staff and children, which cover the use of all technologies and platforms used, both on and off site. This policy contains information about what staff can and cannot use/do on site, as well as outlining expectations for online use offsite (see also Code of Conduct).

7.11 We will complete online safety audits as appropriate to our needs and know where to access recommended models..

7.12 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. Parents will be invited to attend workshops both with and without their children, Manchester safeguarding website for parents has a direct link from our school website, parents are provided with information about online workshops run by external parties.

7.13 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. .

7.14 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)

8. SAFER RECRUITMENT & SELECTION OF STAFF

8.1 Our recruitment and selection policies and processes adhere to DfE guidance Keeping Children Safe in Education 2024 and the LA model policy for Safer Recruitment (Appendices A & D). Within our recruitment process and in line with advice from Keeping Children Safe in Education 2024, we will be conducting online searches of potential candidates at the shortlisting stage.

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 of volunteering opportunities at our school. These measures are outlined in and expanded on 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 school's commitment to safeguarding and promoting the welfare of children
- Our job adverts will make it clear that safeguarding checks will be undertaken, including online checks for shortlisted candidates (See Appendix 2 for procedures)
- We understand the process around filtering and 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.
- 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, 169).
- 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)

8.4 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

8.5 The school maintains a single central record of all recruitment checks, updated and monitored at least termly by SLT and Governor

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

- 9.1 We follow the DfE guidance KCSiE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly
- 9.2 We work closely with the police, children’s social care and MCC LADO when a risk of harm is indicated
- 9.3 The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation
- 9.4 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as ‘low level concerns’. These are outlined in our Code of Conduct Policy
- 9.5 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)
- 9.6 Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusions.
- 9.7 Concerns that do not meet the harm threshold may include
- Suspicions or nagging doubts about a member of staff
 - Complaints
 - Disclosures made by child, parent/carer or another adult within or outside of school/college
 - Inappropriate conduct outside of work
 - Those raised during recruitment and vetting processes
- 9.8 Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimising the risk of abuse
- 9.9 Although low level concerns may not meet the harm threshold, they are not insignificant.
- 9.10 All low level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes- 430-436)

- 9.11 Our Code of Conduct Policy details the processes and conclusion of low level concerns and guidance about including information in references.
- 9.12 All allegations made against a member of staff, including supply staff, volunteers, contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 9.13 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower, as follow:
- If your concern is about a member of staff, inform the Headteacher.
 - If your concern is about the Headteacher, you must inform the Chair of Governors
 - Always put your concerns in writing
 - The Local Authority Designated Officer (LADO) may need to be informed
 - Contact the NSPCC Whistleblowing Line, on either: 0800 028 0285, OR help@nspcc.org.uk
- 9.14 Historic allegations will be referred to the police.

10. SAFETY ON & OFF SITE

10.1 Our site is secure with safeguards in place to prevent any unauthorised access and 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 whilst on site and will be supervised at all times, if no checks have been obtained. We will undertake an assessment of the education value, age-appropriateness and content of the visitor's itinerary

10.4 Visitors who are in school 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 the contractor, who is to work at the 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 and the contractor's organisation. We will always check the identity of contractors and their staff on arrival at school.

10.6 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 DO (Designated Officer)

10.7 All school trips are fully risk assessed and no child will be taken offsite without parental permission.

10.8 For international exchanges, we will liaise with partner schools abroad, to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.

10.9 We have read and considered 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.

10.10 We have a Health & Safety policy and a critical incident plan e.g. for contacting parents, and for reporting to the emergency services, including Police & Hospital.

11. COMPLEX SAFEGUARDING

Serious violence

- 11.1.1 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
- 11.1.2 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 ask for help, support or recommendations with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term
- 11.2.7 We are familiar with My Safety Planning approach for Child protection in extra-familial harm circumstances

12. MONITORING ARRANGEMENTS

This policy will be reviewed **annually** by Mel Adams, DSL. At every review, it will be approved by the full governing body.

13. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

Behaviour

Whistleblowing

Staff code of conduct

Complaints

Health and safety

Attendance

Online safety

Relationship and Sex Education Curriculum

First aid

Privacy notices

Critical incident

Anti-bullying

Child on child Abuse

These appendices are based on the Department for Education's statutory guidance, **Keeping Children Safe in Education 2022**.

Appendix 1: types of abuse

Abuse a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology can be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children.

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- **Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person**
- **Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate**
- **Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction**
- **Seeing or hearing the ill-treatment of another**
- **Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve:

- **Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing**
- **Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)**

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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

- **Provide adequate food, clothing and shelter (including exclusion from home or abandonment)**
- **Protect a child from physical and emotional harm or danger**
- **Ensure adequate supervision (including the use of inadequate care-givers)**
- **Ensure access to appropriate medical care or treatment**
- **It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.**

Appendix 2: Safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Ensure shortlisted candidates are informed that online checks will be carried out as part of the recruitment process
- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Ask for written information about previous employment history and check that information is not contradictory or incomplete
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#). Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is non-regulated to regulated activity.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

Where the individual has received a caution or conviction for a relevant offence

If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)

If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check.

This will be:

- **An enhanced DBS check with barred list information for contractors engaging in regulated activity**
- **An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children**
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#).

Volunteers

We will:

- **Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity**
- **Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity**
- **Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers**
- **Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity**
- **Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#). . Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.**

Governors

All governors will have an enhanced DBS check without barred list information and section 128 check

They will have an enhanced DBS check with barred list information if working in regulated activity.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign into the inventory system and wear a visitor's badge at all times.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Appendix 3: Managing allegations and concerns against staff, supply staff, volunteers and contractors

We follow the DfE guidance KCSIE 2024, 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 jeopardising 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'

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 would 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 behaviour that may have happened outside school, known as transferable risk)**

Concerns that do not meet the harm threshold may include:

- **Suspicions or nagging doubts about a member of staff**
- **Complaints**
- **Disclosure made by a child, parent/carer or another adult within or outside of school**
- **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 behaviour early, thus minimising the risk of abuse**
- **A low-level concern is not insignificant, it just does not meet the harm threshold**
- **Low-level concerns are reported to the Head teacher and may also be self-referred**
- **Our Managing Allegations Policy details the processes and conclusion of low-level concerns and guidance about including information in references**

Our policy applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

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, 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.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Further information can be found in the school's Whistleblowing policy.

Appendix 4: specific safeguarding issues

Children absent from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk.

These include children who:

- **Are at risk of harm or neglect**
- **Come from Gypsy, Roma, or Traveller families**
- **Come from the families of service personnel**
- **Go missing or run away from home or care**
- **Are supervised by the youth justice system**
- **Cease to attend a school**
- **Come from new migrant families**

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points. Please see New Moston's attendance policy for further detail.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

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 Sexual Exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- **Appearing with unexplained gifts or new possessions**
- **Associating with other young people involved in exploitation**
- **Having older boyfriends or girlfriends**
- **Suffering from sexually transmitted infections or becoming pregnant**
- **Displaying inappropriate sexualised behaviour**
- **Suffering from changes in emotional wellbeing**
- **Misusing drugs and/or alcohol**
- **Going missing for periods of time, or regularly coming home late**
- **Regularly missing school or education, or not taking part in education**

Child Criminal Exploitation / County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

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

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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 and have used the following organisations

We are familiar with My Safety Planning approach for Child protection in extra-familial harm circumstances

If a member of staff suspects a child is being exposed to or is at risk of criminal exploitation, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's Children's Social Care team and the police, if appropriate.

Serious violence

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

These may include:

- **increased absence from school**
- **a change in friendships or relationships with older individuals or groups**
- **a significant decline in performance**
- **signs of self-harm or a significant change in wellbeing**
- **signs of assault or unexplained injuries**
- **unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.**

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing Youth Violence and Gang Involvement and its Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance 11.

Domestic abuse

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

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

Our Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service Contact Centre will be contacted as soon as possible.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs
- Potential signs that a pupil may be at risk of FGM include:
 - The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
 - FGM being known to be practised in the girl's community or country of origin
 - A parent or family member expressing concern that FGM may be carried out
 - A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- **Speak to the pupil about the concerns in a secure and private place**
- **Activate the local safeguarding procedures and refer the case to the local authority's designated officer**
- **Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmfu@fco.gov.uk**
- **Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate**

Other so called 'Honour Based' Violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputies) as appropriate they will activate local safeguarding procedures.

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- **Refusal to engage with, or becoming abusive to, peers who are different from themselves**
- **Becoming susceptible to conspiracy theories and feelings of persecution**
- **Changes in friendship groups and appearance**
- **Rejecting activities they used to enjoy**
- **Converting to a new religion**
- **Isolating themselves from family and friends**
- **Talking as if from a scripted speech**
- **An unwillingness or inability to discuss their views**
- **A sudden disrespectful attitude towards others**
- **Increased levels of anger**
- **Increased secretiveness, especially around internet use**
- **Expressions of sympathy for extremist ideologies and groups, or justification of their actions**
- **Accessing extremist material online, including on Facebook or Twitter**
- **Possessing extremist literature**
- **Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations**

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including Online Safety.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Child on child abuse

Children can abuse other children. This is generally referred to as Child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual

harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals (see Child on child Abuse Policy for further information on policy and procedure)

Sexual violence and sexual harassment (see Child on child Abuse Policy for further information on policy and procedure)

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

The initial response to a report from a child is important.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should speak to the Designated Safeguarding Lead (or a deputy).

Private fostering

Private fostering is defined as when a child is cared for by someone who is not their parent or close relative. This is a private arrangement made by their parent/carer for 28 days or more.

When private fostering is known or suspected the DSL or deputy must be made aware and a referral to the local authority will be made.

Drop off of children at school

Key Stage 1, Reception and Nursery children are not allowed to be dropped in the school playground unaccompanied before school begins. They should be supervised until the child enters school premises by a competent adult aged 16 years or older.

Key Stage 2 children should not be on the school playground unaccompanied by adult before 8.30am. In any cases where school are concerned about the competency or supervision of individual children we will contact parents to discuss.

Collection of children from school

All children in Key Stage 1, Reception and Nursery must be collected by a competent adult aged 16 years or older.

Children in Key Stage 2 are able to be collected from school by older siblings, again with written parental consent*.

Children in Year 5 and 6 are permitted to walk home alone with written parental consent*.

*Please note that it is parents/carers responsibility to inform the school office if this arrangement changes.

Non-collection of children

Parents are required to provide at least 2 emergency contacts for their child/children. If child/children are not picked up on time and no contact can be made to anybody with responsibility for the child/children advice may be sought from the police or local authority.

Appendix 5 Filtering and Monitoring Checklist

Action	Person Responsible	Activity Record	Does this require changes to the Filtering and Monitoring Policy? (Y/N)	Complete/ Incomplete/ Ongoing	Date of Completion
1. At least 3x members of the staff have been assigned to be responsible for ensuring the standards are met. This includes the DSL, a member of the senior leadership team and a governor.	Name of Governor: Name of SLT member: Name of DSL:				
2. All staff have been made aware of their roles and responsibilities and these have been documented.					
3. Filtering and monitoring have been included in all relevant school policies, with the inclusion of who can makes changes to the systems.					
4. When choosing appropriate systems, the SLT and governors considered the following; <ul style="list-style-type: none"> • The context of the setting • The age and volume of pupils • How often and where the system will be accessed • Relevant risk assessments (including those linked to Prevent Duty) • The essential ability to identify users 					
5. The filtering and monitoring systems chosen were robustly tested before use					
6. Unauthorised members of staff are prevented from making changes to the filtering and monitoring system and this was thoroughly considered during implementation and					

<p>strategically reviewed at relevant times (e.g. a change of personnel/accountable body occurs).</p>					
<p>7. Filtering and monitoring systems are enabled and enforced (can't be turned off) on all school devices. This includes connections and specific users.</p>					
<p>8. At least one strategic review of current systems has been scheduled for this academic year (further reviews will be required if major changes are made or a significant concern emerges). The review covers: * The filtering software, monitoring procedures and reporting tools. * The effectiveness of the school's IT service provider's work with SLT and the DSL. * Patterns or trends in the blocked list since last review. * Incident response procedures *Any policy updates required</p>					
<p>9. Regular dedicated time is scheduled for authorised members of staff to check the list of restricted/blocked sites and categories. This list should include staff member names and associated decisions.</p>					

<p>10. The school's IT and safeguarding teams consistently review the list of restricted and blocked content. This ongoing monitoring ensures that the balance is maintained, and the possibility of overblocking is regularly taken into consideration.</p> <p>Concrete things – speaking to IT technician to do manual check etc.</p>					
<p>11. Regular dedicated time is scheduled for authorised members of staff to monitor online activity, looking for policy violations or signs of distress. Daily monitoring may be required in high-risk situations.</p>					
<p>12. Any changes to the filtering and monitoring arrangements are documented by the member(s) of staff and includes the action taken and reason for it.</p>					