

SAFEGUARDING POLICY

St Ambrose RC Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is Mrs Michelle Waterworth		
In their absence, the authorised member of staff is Mr Wayne Cunningham (Deputy Head)		
KEY SCHOOL STAFF & ROLES		
The Deputy Designated Safeguarding Leads are:		
Name	Role	Location and/or Contact Phone Number
Mr Wayne Cunningham	Deputy Headteacher	0161 445 3299
Mrs Helen Murphy	Assistant Headteacher	0161 445 3299
Mrs Jane Hoban	SENDCO	0161 445 3299
Miss Sophie Stevenson	EYFS lead	0161 445 3299

NAMED GOVERNORS for Safeguarding & Prevent	Email
Judith Thompson	j.thompson@st-ambrose.manchester.sch.uk

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

Review Date	Changes made	By whom
11/07/22	Policy reviewed and updated with KCSIE changes	J Hoban
01/09/23	Policy reviewed and updated with KCSIE changes	M Waterworth

Ratification by Governing Body

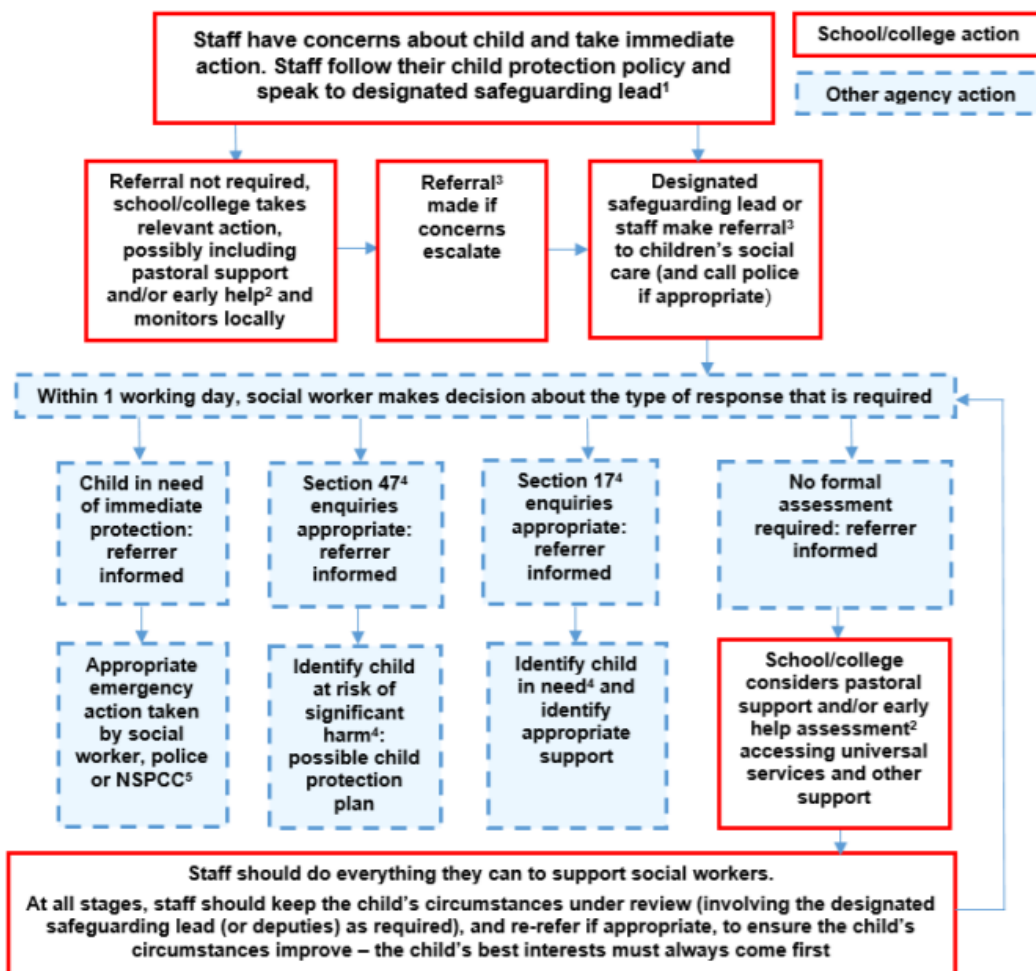
Academic year	Date of ratification	Chair of Governors
2023-2024		

Summary of Safeguarding Procedures

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

If a member of staff has a concern/incident about a child or another member of staff, this should be recorded on the school safeguarding system (CPOMS).

Actions where there are concerns about a child



If the concern is serious and the child or adult concerned is in immediate danger, the DSL or DDSL is the first point of contact.

When an individual concern/incident is brought to the notice of the DSL or DDSL, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue.

If a child is in immediate danger or is at risk of harm, a referral will be made to Manchester Contact Centre (or its equivalent in another LA if the child resides in a different LA) and/or the police immediately.

- Advice, Support and Guidance Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
- Social Care Advice & Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196

MCC Safeguarding in Education Team: 0161 245 7171

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

If staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally, they may follow our Whistleblowing procedure:

It is the hope and intention of the school that an employee with a concern about any aspect of the school's operations or its conduct, feels able to raise those concerns internally; this includes where an employee wants to make protected disclosure. In the first instance, all concerns, including low-level, should be reported to the head teacher, Michelle Waterworth. Where the concerns relate to the Headteacher or the individual raising the concerns feels it would not be properly handled, they should report the concern to the Chair of Governors.

If it is not appropriate to report their concern to the Chair of Governors, they should report it to:

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

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

Further advice helpline:

NSPCC Whistleblowing Helpline 0800 028 0285

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

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

CONTENTS:-

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

APPENDICES:-

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

1. INTRODUCTION

Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

- 1.1.1. This policy has been developed to ensure that all adults in our school, including regular staff, supply staff, volunteers, visitors and contractors are working together to safeguard and promote the welfare of children and young people and to identify and address any safeguarding concerns and to ensure consistent good practice. This policy has been reviewed in September 2023 and ratified by the Governing Body at its meeting on 20th September 2023.
- 1.1.2. This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged. Our approach is child-centred.
- 1.1.3. Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and 'KCSiE 2023' Our policy ensures that we comply with our Statutory Duties (Appendices A & B)

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

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

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect
- Channel
- Child Abduction and Community Safety Incidents
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images
- Child Criminal Exploitation
- Child Sexual Exploitation
- Children and the Court System
- Children Missing from Education
- Children who are lesbian, gay, bi or trans (LGBTQ+)

- Children with Family Members in Prison
- County Lines
- Cybercrime
- Domestic Abuse
- Early Help
- Elective Home Education
- Homelessness
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty
- Looked After Children and children open to or who have been open to a Social Worker
- LGBT children
- Mental Health
- Modern Slavery & the National Referral Mechanism
- Online Safety, including Education at Home
- Prevent Duty
- Preventing Radicalisation
- Serious Violence
- Sexual Violence and Sexual Harassment between children in schools and colleges
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing

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

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

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

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

(KCSiE)

1.2. ETHOS

1.2.1. St. Ambrose RC 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. Under the Education Act 2002, we have a duty to safeguard and promote the welfare of our pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and the most recent version of 'Keeping Children Safe in Education September'. Our policy ensures that we comply with our Statutory Duties (Appendices A & B).

- 1.2.2.** Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2018 and Keeping Children Safe in Education September 2023 and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.
- 1.2.3.** Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations 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)
- 1.2.4.** Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and act to address them and that we comply with local policies, procedures and arrangements.
- 1.2.5.** Our policy complements and supports other relevant school policies.
- 1.2.6.** 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, including Covid-19.
- 1.2.7.** The school is committed to supporting the delivery of effective early help using The Multi- Agency Levels of Need and Response Framework (Manchester Safeguarding Partnership). The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- 1.2.8.** Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups.
- 1.2.9.** St. Ambrose R C Primary school will exercise diligence and prevent any organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils and staff.

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR GOVERNING BODY

Our Governing Body have a strategic leadership responsibility for our school's/college's safeguarding arrangements and **will** ensure that they comply with their duties under legislation. They **will** have regard to KCSiE 2023, ensuring policies, procedures and training in their schools/colleges are effective and comply with the law at all times.

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

The Governing Body will ensure that:-

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The designated governor will build an effective relationship with the DSL that allows for appropriate support and challenge. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- 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)
- A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- 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. (Section 1).
- 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 a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Where possible, more than one emergency number is held on file for each pupil/student
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff, volunteers and contractors including overseas checks where relevant. This is monitored by the SBM; the headteacher checks the Single Central Record termly and this is logged.
- 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. This is monitored by the SMT.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. The DSLs complete the annual safeguarding audit and take any necessary actions.
- Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

2.2 OUR HEADTEACHER

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

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

‘Schools and colleges should work with local authority children’s social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help

when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans'. (KCSiE)

'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)

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

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers, volunteers and contractors understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested.
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website.
- 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. The headteacher is contactable at all times in and out of hours. Encompass is checked regularly, both in and out of school hours.
- 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.
- 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.

- Any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- The school co-operates with appropriate agencies and risk-based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE, Radicalisation and Extremism, Honour Based Violence, FGM, Forced Marriage.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.

2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

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

The DSL and DDSLs will:

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture of listening to children and taking account of their wishes and feeling, and also understand the difficulties some children may have in approaching staff about their circumstances
- Work closely with the school's lead for mental health
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide or commission support and training for staff and volunteers, either on a whole school basis, using 7-minute briefings or via Educare.
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that the school's actions are in line with the MSP Safeguarding Inter-Agency Procedures and follow escalation process if necessary. (Guidance on these procedures may be found on MSP website at manchestersafeguardingpartnership.co.uk)

- Understand the assessment process for providing early help
- Have a working knowledge of how local authorities conduct a child protection case conference and review conference, and be able to attend and contribute to these effectively.
- 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.
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance
- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult and have arrangements in place for ensuring this if a police officer requests to meet with a child when in school. (Annex C, link to statutory guidance - PACE Code C 2019)
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Create and maintain child protection files and keep them up to date.
- Keep information confidential and store securely with a separate file for each child. This will be done electronically via CPOMS. In line with the new GDPR Regulations, school will no longer keep copies of any safeguarding records.
- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues (KCSiE)
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. For those schools that have the CPOMS system, this will be done electronically via CPOMS. In line with the new GDPR Regulations, school will no longer keep copies of any safeguarding records.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Understand the lasting impact that adversity and trauma can have on children and young people

ALL STAFF

2.4 ALL STAFF

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

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSiE 2023 as directed by senior leaders and appropriate to individual roles.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding concerns and key LA approaches including Early Help, Signs of Safety, Safe & Together and the ACT model
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Physical Restraint Policy
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue
- Be approachable to children and respond appropriately to any disclosures
- 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
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role

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

3. TRAINING AND AWARENESS RAISING

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

- 3.2 All staff must ensure that they have read and understood KCSiE: Part One
- 3.3 All staff will receive regular child protection training at least every 2 years and an annual update which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes.
- 3.4 All staff will receive training or briefings on particular safeguarding issues, including online safety, as required, providing them with relevant skills and knowledge to safeguard children effectively. These may include, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse and Child Sexual Exploitation, Child Criminal Exploitation, Peer on Peer abuse, Child on Child violence and sexual harassment E-Safety, Sexting and Preventing Violent Extremism.
- 3.5 To recognise the expertise built within staff by training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy.
- 3.6 All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years.
- 3.7 All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people and this is included in our training programme

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

- 4.1.1. Children are encouraged to contribute to the development of policies and share their views.
- 4.1.2 We participate in the UNICEF Rights Respecting School programme and are accredited at Gold Level.

4.2 POOR ATTENDANCE

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. This includes missing individual lessons, as well as being

absent or late at Registration. Any concerning patterns are reviewed in partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

- 4.2.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.2.3 We implement the statutory and LA requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people. (See Attendance Policy)
- 4.2.4 We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2021) to assist with strategies for supporting children and young people experiencing anxiety to return to school.
- 4.2.5 We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date. (MCC)

4.3 ALTERNATIVE PROVISION (AP)

- 4.3.1 We will only place children in AP which is a registered provider and has been quality assured 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 that any safeguarding concerns are followed up appropriately.

4.4 EXCLUSIONS

- 4.4.1. We comply with statutory regulations and with the LA Inclusion Policy (October 2021).
- 4.4.2. The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.
- 4.4.4 Where it is felt that a child or young person is likely to be permanently

excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved

4.5 VULNERABLE GROUPS

4.5.1 We ensure that all key staff work together to safeguard vulnerable children. The DSL and DDSLs meet regularly to discuss cases; they also monitor CPOMS daily.

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

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

4.5.3. Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff are aware that

additional barriers can exist when recognising abuse and neglect in this group of children. These can include:-

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

(KCSiE)

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

4.5.4. 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.

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

4.6 CHILD ON CHILD ABUSE (KCSiE)

4.6.1 All our staff recognise that children are capable of abusing their peers, including online. This can take different forms, such as physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; violence, particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation) sexual violence and sexual harassment; sexting, sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts).

- 4.6.2 Although it is more likely that girls will be victims and boys perpetrators, all child on child abuse is unacceptable and will be taken seriously. We do not tolerate these or pass them off as “banter”, “just having a laugh” or “part of growing up”.
- 4.6.3 The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and peer on peer abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school’s behaviour policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate RHE syllabus which enables pupils to understand and recognise acceptable and unacceptable behaviour and keeping themselves safe. This gives the children the capacity and the language to enable them to raise any concerns with trusted staff, knowing that they will be listened to, believed and valued. Staff deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.
- 4.6.4 We have 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. Any possible child on child abuse case will be made on CPOMS and thus reported to the DSL, with a view to referring to appropriate agencies following the referral procedures. The school recognises 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

4.7 ELECTIVE HOME EDUCATION

- 4.7.1 We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child’s best education is at the heart of the decision.
- 4.7.2 We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs
- 4.7.3 If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made.
- 4.7.4 We will inform Manchester LA of all deletions from the admission register when a child is taken off-role and we understand that a child may be removed from roll as soon as the parent has informed us of their decision.

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

4.8 COMMUNITY SAFETY

4.8.1 Serious violence

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

4.8.2 Child abduction and community safety incidents

We will support children through our RHE curriculum, by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe.

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

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

5.1 KEEPING RECORDS

Describe record keeping system

- 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 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. The DSL or DDSL may attend CP case conferences during the holidays, if applicable.
- 5.6.3 Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.
- 5.6.4 Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- 5.6.2 We will aim to discuss and share reports with the parents/carers before the conference.
- 5.6.3 All relevant staff will be confident in using the tools which are part of the Signs of Safety approach

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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

5.8 LEARNING FROM SERIOUS CASES

5.8.1 MSP will always undertake a child practice review (CPR) previously called a serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the CPR/SCR is to:

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

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

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

6. THE CURRICULUM

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

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

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

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

6.3 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines. All staff are trained weekly and throughout the year, with 3-minute reviews. The content of these briefings is on specific vulnerabilities and on local priorities as they arise.

6.4 All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

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

7 ONLINE-SAFETY

St Ambrose uses Sophos XG210 technology for firewall protection. This enables us to filter the content that children may see online.

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

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

- 7.3 The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.4 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- 7.5 We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information.
- 7.6. We have acceptable use policy (AUPs) for staff. This covers the use of all technologies and platforms used, both on and offsite. We will ensure that children do not misuse their devices whilst in school.
- 7.7 We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 7.8 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home.
- 7.9 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.
- 7.10 As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSiE Part 2)

8. SAFER RECRUITMENT & SELECTION OF STAFF

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

- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.
- Our job adverts will include safeguarding requirements and the schools /colleges commitment to safeguarding and promoting the welfare of children
- Our job adverts will make clear that safeguarding checks will be undertaken, including online checks
- We understand the process around filtering offences
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form.
- Shortlisted applicants will be asked to complete a self -declaration of their criminal record or information that would make them unsuitable to work with children
- Applicants must sign a declaration confirming information given is true
- References are obtained by the school/college before interview and open references are not acceptable
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
- We will investigate at interview if any concerns have come to light about the candidate through DBS 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 need to be made for individuals who have lived or worked outside the UK
 - We adhere to duties which must be performed in relation to agency and third party staff, contractors, trainees or student teachers, visitors and volunteers
 - We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos
- 8.3 The 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.
- 8.4 The school maintains a single central record of all recruitment checks updated and monitored at least termly
- 8.5 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 8.6 Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- 8.7 We will not keep copies of DBS certificates, either electronically or in paper files
- 8.7 Risk assessments are carried out on all volunteer activities as required.

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

- 9.1. We follow the DfE guidance KCSiE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly, including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk).
- 9.2. All allegations made against a member of staff, including supply staff and volunteers, including contractors or security staff working on site, must be reported directly to the Headteacher and 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.

- 9.3. We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated
- 9.4. The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation
- 9.5. We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'
- 9.6. The harms threshold indicates that a person would pose a risk of harm if they have-
- Behaved in a way that has harmed a child or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behavior that may have happened outside school/college, known as transferable risk)
- 9.7. Our 'Dealing with Allegations of Abuse Against People who work with Children' details the processes and responses to reporting harm threshold cases and also managing their conclusions.
- 9.8. Concerns that do not meet the harm threshold may include
- Suspicions or nagging doubts about a member of staff
 - Complaints
 - Disclosures made by child, parent/carer or another adult within or outside of school/college
 - Inappropriate conduct outside of work
 - Those raised during recruitment and vetting processes
- 9.9. Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimizing the risk of abuse
- 9.10. Although low level concerns may not meet the harm threshold, they are not insignificant.

- 9.11. All low level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes)
- 9.12. Our 'Dealing with Allegations of Abuse Against People who work with Children' details the processes and conclusion of low level concerns and guidance about including information in references.
- 9.13. All allegations made against a member of staff, including supply staff, volunteers, contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 9.14. We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. 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 while on site and will be supervised at all times, if no checks have been obtained. It may be necessary to undertake an assessment of the education value, age appropriateness and content of the visitors 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 a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contacts between school/college and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.
- 10.10 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.

10.12 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.

11 . COMPLEX SAFEGUARDING

Serious violence

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

Child Criminal Exploitation and Child Sexual Exploitation

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

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

12. SCHOOL POLICIES:

School Policies: Available on request. Hard copies are also available from the school office.

- Anti-Bullying policy
- Attendance policy
- Health and Safety
- Use of physical interventions and restraint to control pupils policy
- SRE
- Equality policy and guidance
- E-Safety
- Wrap around care policy
- Whole School Behaviour Policy
- Educational Visits Policy
- Special Educational Needs
- Toileting and Intimate Care
- Looked After Children
- Medicines Policy
- Whistle blowing policy

13. THE FOLLOWING NATIONAL GUIDELINES SHOULD ALSO BE READ WHEN WORKING WITH THIS POLICY:

- Keeping Children Safe in Education September 2023
- Working Together to Safeguard Children 2018
- Prevent Strategy HM Government
- Multi-Agency Levels of Need and Response Framework
- General Data Protection Regulation (GDPR), May 2018
- Equality Act 2010

14. SIGNPOSTS KCSIE 2023:

Further information:

Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy). Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

10. APPENDICES.

The following section is taken from the Model Safeguarding policy and updated appendices.

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

A. Legislation, Statutory Guidance & Ofsted Framework

- **Definitions of Abuse & Neglect from 'Working Together to Safeguard Children' (updated 2018)**

Significant Harm:

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

Physical Abuse:

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

Emotional Abuse:

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

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

Sexual Abuse:

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

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

Neglect:

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

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

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

B. Non-statutory Guidance

- DFE 'What to do if you are worried a child is being abused - Advice for practitioners'
- 'Safer Working Practices'
- DFE National Standards of Excellence for Headteachers,
- DFE 'Use of Reasonable Force in Schools',
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Adviceline
- DfE Sexual Violence and Sexual Harassment in Schools and Colleges advice
- DfE Promoting the education of children with a social worker -Virtual School Head role extension June 2021. Statutory guidance on Promoting the education of looked-after and previously looked-after children contains further information on the roles and responsibilities of virtual school heads

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

Links to: -

MSP Website: -

- MSP & GM Policies
- MSP Multi-agency Levels of Need & Response Framework,
- Safeguarding Concerns, Guidance & Proformas, including escalation process
- MSP LADO Referral Process
- MSP Learning from Serious Case Reviews

Help & Support Manchester Website: -

- Early Help Strategy, Guidance, Assessments & Referrals

Our Practice in Manchester website: -

- Signs of Safety Strategy, Guidance & Resources

National Police Chiefs' Guidance

D. Link's to Other Relevant Education Department Policies/Guidance

Schools Hub

- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- Attendance Guidance
- CME Guidance

- Inclusion Strategy
- Anxiety Based School Avoidance Guidance
- Weapon Carrying in Schools and Colleges Guidance
- Elective Home Education Policy