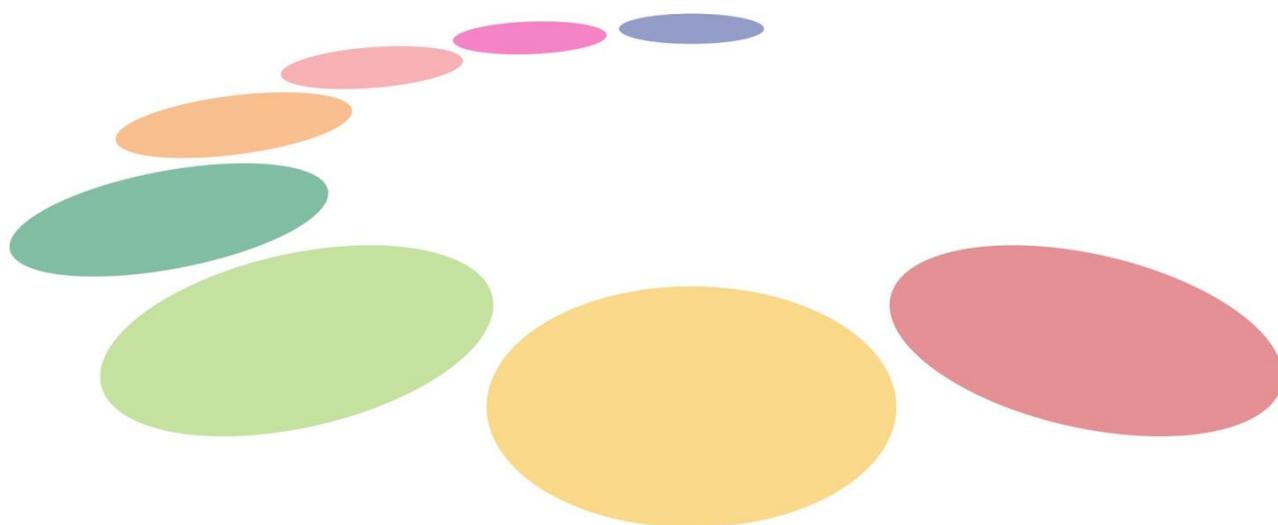


Claremont Primary School

Safeguarding Policy (Incorporating 'Keeping Children Safe in Education' Part 1 & Annex A)



Agreed Date	Dec2019
Review Date	Dec 2020

***Statutory Policy to be approved annually by FGB**

Amendment added March 2020: Appendix G: Covid-19

The Headteacher who has the ultimate responsibility for safeguarding is Anne Conboy

In their absence, the authorised member of staff is Wendy Birks /Richard Williams (Deputy Head teachers)

KEY SCHOOL STAFF & ROLES		
Include Pastoral Team/EH Co-ordinator as applicable		
Name	Role	Location and/or Phone Number
<i>Julia Fletcher</i>	<i>AHT and SENDCCo, LAC DP Lead</i>	226-2066
<i>Hannah Hill</i>	<i>Inclusion team worker, DSL</i>	226-2066
<i>Stephen Chase</i>	<i>Attendance Lead</i>	226-2066
<i>Louise Knotman</i>	<i>Parent support (PIP)</i>	226-2066

NAMED GOVERNOR * for Safeguarding & Prevent	Contact Number/Email	Phone Number
MS Tola Adesemowo	226-2066	

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

- 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. If a concern arises all staff, volunteers and visitors must:
- Speak to the Designated Person or the person who acts in their absence
- Agree with this person what should be taken, by whom and when it will be reviewed
- Record the concern using the schools recording system (CPOMS)

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;

- Ensure the child is Safeguarded
- Refer to children’s social care if required via Multi-Agency Safeguarding Hub (MASH) Helpline
- Do not investigate the matter, question the alleged victim, alleged perpetrator or potential witness without prior consultation with the DSL
- The Senior manager will report the concern to the Designated Officer (formerly LADO) and agree a course of action i.e. no further action, action by the setting or a strategy meeting
- Manchester Designated Officer (formerly LADO)
- We have a separate procedure document relating to this issue for further information and guidance

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

- Employees should raise concerns with their line manager if possible. However, where the matter is more serious, or an employee feels that their line manager has not addressed the concern properly or their line manager is not the most appropriate person then employees should raise the concern directly with the Headteacher or a member of the Senior Leadership Team.
- If the concern relates to the Headteacher the matter should be raised with the Chair of Governors.
- In the event both the Headteacher and the Chair of Governors are the subject of the concern, the complaint must be made in writing to the HR Director, One Education.
- Any concerns should be expressed in writing, setting out the following information: Who the allegations are against; The background; Full details on the nature of the alleged wrongdoing and why the member of staff is particularly concerned about the allegation; Details of any evidence in support of the allegation; Name and contact details (unless they wish to remain anonymous); and Reasons why the concern should be taken forward.
- If an employee does not feel able to put the concern in writing initially, he or she should be allowed to telephone or meet the Headteacher or a member of the Senior Leadership Team who will make a note of the concern and will explain the next steps in the process.
- NSPCC Whistleblowing Helpline

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

Review Date	Changes made	By whom
December 2018	Policy created	Anne Conboy
December 2019	Policy reviewed	FGB

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2018 -2019	05/12/2018	Jill Lovecy
2019 - 2020	04/12/2019	Jill Lovecy

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APPENDICES:-

- A. Part 1 & Annex A of 'Keeping Children Safe in Education' (KCSIE), October 2019, statutory guidance to be read by all staff * (*electronic link copy*)
- B. Legislation, Statutory Guidance & Ofsted Framework *
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1. INTRODUCTION

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

This policy has been developed to ensure that all adults in our school 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)

See Part 1 and Annex A of KCSIE, for definitions and further information about Significant Harm, Physical Abuse, Emotional Abuse, Neglect, Contextual Safeguarding and Complex Safeguarding Issues including Child Sexual Exploitation, Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime, County Lines in the full statutory guidance.

Safeguarding and promoting the welfare of children 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.

‘Safeguarding and promoting the welfare of children is defined as: -

**protecting children from maltreatment; preventing impairment of children’s 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)**

All adults and children treat each other with mutual respect and consideration, relating to the 42 rights in the UNICEF ‘Children’s Rights Convention’.

- 1.1 Under the Education Act 2002, schools 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’ and ‘Keeping Children Safe in Education’. Our policy ensures that we comply with our Statutory Duties (Appendix A & B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C)
- 1.3 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 (Appendices D & F)
- 1.4 Our policy complements and supports other relevant school policies (Appendix E)

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 Our Headteacher 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 and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG Safeguarding Self Evaluation (SEF) proforma to the LA as requested
- 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, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers’ Induction Pack.
- Child friendly information of how to raise a concern/make a disclosure has been developed and is accessible to all children in classrooms, shared areas and toilets.

- 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. All CPOMS entries are monitored by the DSL and deputies
- 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 such concerns are addressed sensitively and effectively. All visitors receive a safeguarding summary. Any supply staff will be informed of safeguarding arrangements at induction by deputy head teachers.
- Any staff commissioned who are carrying out regulated activities from external agencies/organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on all 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. We have external speakers' procedures.

2.2 Our **Governing Body** will ensure that: -

- All policies, procedures and training in our school are effective and comply with the law at all times.
- Named members are identified as the designated governors for Safeguarding and for Prevent and receive appropriate training.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually, in the Autumn term
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff, governors and volunteers. All adverts and the SCR will be reviewed by the safeguarding Governor.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. Safeguarding training will be completed in the September INSET. Any staff unable to attend will receive training by the Safeguarding leads
- There is appropriate challenge and QA of the safeguarding policies and procedures. The policy and procedures will be shared during the safeguarding training and are in line with MSP procedures

2.3 Our **Designated Safeguarding Lead (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. She takes lead responsibility for Early Help, safeguarding and child protection, although other activities may be delegated if appropriate.

The DSL together with team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide support and training for staff and volunteers Impact will be monitored through the use of CPOMS and safeguarding reports to Governors.
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures. This will be monitored through the annual section 11 Safeguarding audit. Through attendance at LA DSL training events.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. Supervision for DSL half termly and Deputies termly.
- 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.
- Always be available during school hours during term-time, and at other times as designated by the Headteacher. The Designated Safeguarding team will monitor emails and CPOMs for any safeguarding issues that arise during holidays.

2.4 **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
- 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 and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures
- Provide a safe environment where children can learn
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individuals 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 All new staff and regular volunteers will receive appropriate safeguarding information during induction. The Deputy Heads induct new staff on the first day and Volunteers are inducted by the Lead for volunteers out UPS3 teacher.
- 3.2 All staff must ensure that they have read and understood 'KCSIE' Part 1 and Annex A (Appendix A) as part of the safeguarding training, any updates to KCSIE are shared with staff through policy updates.
- 3.3 All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to 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. Safeguarding training is delivered by an outside specialist bought in and the Designated Safeguarding Team Lead.
- 3.4 All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively. Staff briefings and meetings are used to update staff on any local or national changes.

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. Claremont has a school Council which meet each half term.

4.2 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. 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.
- 4.2.3 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.
- 4.2.4 We implement the statutory requirements and MCC policy and procedures in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people. A member of the Designated Safeguarding team has a CME role.

4.3 EXCLUSIONS

- 4.3.1 The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. 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.

4.4 VULNERABLE GROUPS

4.4.1 We ensure all key staff work together to safeguard vulnerable children. Any referrals to CPOMS are linked to a member of the DSL team so that the most appropriate person can be allocated a case.

4.4.2 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 and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- is an international new arrival, refugee or asylum seeker
- is looked after, previously looked after or under a special guardianship order.

4.4.3 Children with special educational needs (SEN) and disabilities 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, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

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

5.1 KEEPING RECORDS

We use CPOMS for recording all Safeguarding concerns. All designated safeguarding Leads are copied into every CPOMS referral. Records are kept in line with our records management policy.

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.

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 secure the safeguarding records.

5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance

with our Transfer of Records Policy (See Appendix E) and LA Guidance (See Appendix F) and our Retention Schedule.

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 (KCSIE Part 1 in Appendix A). If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Person or the person who acts in their absence
- Agree with this person what should be taken, by whom and when it will be reviewed
- Record the concern using the schools recording system (CPOMS)

5.3 INFORMING 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. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).

5.3.3 We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency **unless it is believed that 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.

5.4 MULTI-AGENCY WORKING

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

5.4.2 We will notify Children's Social Care if:

- a child subject to a child protection plan is at risk of permanent exclusion.
- there is an unexplained absence of a child who is subject to a child protection plan
- it has been agreed as part of any child protection plan or core group plan.

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, if in the child's best interests, in order to safeguard them.

5.5.4 We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information fairly and lawfully and keep it safe and secure.

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

- 5.6.1 An initial CP conference will be held if it is considered that the child is suffering or at risk of significant harm.
- 5.6.2 Every effort will be made to ensure we will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. Attendance at meetings during school holidays will be based on availability of the team.
- 5.6.3 Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible.
- 5.6.4 We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the careers/parents. We will use the most up to date proforma.

5.6 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.
- 5.6.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 5.7.1 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.
- 5.7.2 We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

5.8 SERIOUS CASE REVIEWS (SCRs)

- 5.8.1 The MSP will always undertake a serious case review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process.

Our DSL will keep up to date with the findings from SCRs in Manchester and share the learning and review our safeguarding procedures if relevant. This will include attendance SCR meetings held by MSP and updates provided by the LA's safeguarding newsletter.

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.

- 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, support 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 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, knowing and understanding how to keep themselves safe and different family patterns.
- 6.5 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation including Obesity, poor mental health, CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage. See Appendices for guidance and links to further information.

7. E-SAFETY

- 7.1 E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote childrens' achievement, and support the professional work of staff, as well as enhance our management information and business administration.
- 7.2 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.
- 7.3 We will ensure that appropriate filtering and monitoring methods are in place to ensure that children are safe in school from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- 7.4 We will encourage children to use the Internet safely, including opportunities for them to think and discuss.
- 7.5 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite.
- 7.6 We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 7.7 We work with parents to promote good practice in keeping children safe online.

8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE'.
- 8.2 At least one member of each recruitment panel will have attended up to date Safer Recruitment Training.
- 8.3 All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to

the Headteacher.

- 8.4 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained
- 8.5 Risk assessments are carried out on all volunteer activities as required.
- 8.6 The school maintains a single central record of recruitment checks undertaken.
- 8.7 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 checked as appropriate.
- 8.8 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 for all its activities.

9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- 9.1 We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers. We also follow the MSP procedures for dealing with allegations.
- 9.2 All allegations made against a member of staff and volunteers, including 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.
- 9.3 Allegations which meet the threshold will be referred to the Designated Officer (formerly known as the LADO) who will oversee the management of the allegation and its investigation. (See link to guidance in Appendix D)
- 9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistle-blower. Details can be found on the Whistleblowing policy.

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 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.
- 10.3 We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check.
- 10.4 We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school or college.
- 10.5 We will only place children in alternative educational provision (AP) which we have quality assured and is a registered provider.
- 10.6 Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared. Their attendance will be monitored by us in accordance with the School Register Regulations
- 10.7 All school trips are fully risk assessed and no child will be taken off-site without parental permission.

- 10.8 We have a Health & Safety policy for contacting parents, and for reporting to the emergency services, including Police & Hospital.

APPENDICES

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

APPENDIX A

- 'Keeping Children Safe In Education' Part 1 & Annex A - to be read by all staff

["Keeping children safe in education": Statutory guidance for schools and colleges Part 1: Information for all school and college staff](#)

October 2019

APPENDIX B - Legislation, Statutory Guidance & Ofsted Framework

- Keeping Children Safe in Education' - latest update, October 2019
- Ofsted Inspection Framework and School Inspection Handbook, August 2015,
- Inspecting Safeguarding in Early Years, Schools & Skills Settings' August 2018, updated October 2018
- 'Working Together to Safeguard Children', July 2018
- Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools, Sept 2014,
- DFE Children Missing Education, Stat Guidance, Sept 2016
- DFE The Designated teacher for looked after and previously looked after children, Stat guidance, Feb 2018
- DFE Supervision of Regulated Activity, Jan 2013
- Alternative Provision, Stat guidance, Jan 2013
- Teachers' Standards, updated June 2013
- Governors' Handbook, Jan 2017
- 'Listening to & involving children & young people', stat guidance, Jan 2014
- Health & Safety Legislation

APPENDIX C - Non-statutory Guidance

- DFE 'What to do if you are worried a child is being abused - Advice for Practitioners' 2015
- 'Safer Working Practices', Safer Recruitment Consortium, Oct 2015
- DFE National Standards of Excellence for Headteachers, Jan 2015
- DFE 'Use of Reasonable Force in Schools', July 2013
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Adviceline

APPENDIX D - MCC & MSP Policies, Procedures & Guidance

Links to: -

MSP Website: -

- MSP Policies, including Greater Manchester Policies and Guidance
- MSP Multi-agency Levels of Need & Response Framework
- Safeguarding Concerns, Guidance & Proformas
- MSP LADO Referral Process
- MSP Learning From Serious Case Reviews
- Help & Support Manchester Website: -
 - Early Help Strategy, Guidance, Assessments & Referrals
 - Signs of Safety Strategy, Guidance & Resources

APPENDIX E - Links to Other Relevant School/EY Setting/College Policies/Procedures

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and permanent exclusions
- Trips and Visits
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After (And previously Looked After) Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers
- Information Sharing & Retention Schedule

APPENDIX F - Other Relevant Education Department Policies/Guidance

All these are available on the Manchester Schools Hub Website.

- 'Transfer of Safeguarding Information' model policy & guidance, 2017 (in process of review)
- 'Safeguarding' model policy, 2018
- 'Safer Recruitment' model policy, 2015 (in process of review)
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- 'A Good Safeguarding School'

APPENDIX G

Appendix COVID-19 School Closure Arrangements for Safeguarding and Child Protection

Claremont Primary School

Date: 31/3/2020

Date shared with staff: 31/3/2020

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This appendix summarises our individual safeguarding arrangements in response to this

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Julia Fletcher	07496707012	j.fletcher@claremont.manchester.sch.uk
Deputy Designated Safeguarding Leads	Wendy Birks	07734693935	w.birks@claremont.manchester.sch.uk
Deputy Designated Safeguarding Leads	Richard Williams	07734693696	r.williams@claremont.manchester.sch.uk
Deputy Designated Safeguarding Leads	Anne Conboy	07540724095	head@claremont.manchester.sch.uk
Headteacher	Anne Conboy	07540724095	head@claremont.manchester.sch.uk
Inclusion Team Worker	Hannah Hill	07919244613	h.hill@claremont.manchester.sch.uk
Parent Support	Louise Knotman	07985513514	
Chair of Governors	Jill Lovecy	07946733913	jill.lovecy@gmail.com
Safeguarding Governor / Trustee	Tola Adesemowo		tolaadesemowo@yahoo.co.uk

Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

We will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School head for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and we will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, we or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

We will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance Monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If we have any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon -

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, we will complete the return once as requested by the DfE.

We and social workers will agree with parents/carers whether children in need should be attending school and will then follow up on any pupil that they were expecting to attend, who does not. We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, we will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker.

Designated Safeguarding Lead

The optimal scenario is to have our trained DSL available on site. Where this is not possible, they or trained deputy will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS (or equivalent) and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. To access ICPC/RCPC held at Manchester Safeguarding and Improvement Unit, a report should be sent to qualityassurance@manchester.gov.uk whereby a reply email will be sent 24 hours before the conference containing the dial in details and reports from other partners. Please ensure the person sending the report is the person who will be calling into the conference as the SIU will not be contacting other safeguarding staff separately.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS or equivalent), which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS (or equivalent) from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors.

The Headteacher/Chair of Governors should follow the usual practice, contact the LADO and make a referral if the concern meets the threshold.

Safeguarding Training and induction

DSL training is very unlikely to take place unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers are working with us, they will continue to be provided with a safeguarding induction and all relevant information.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where we are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

We will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only (except with explicit permission from parents)
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

We are committed to ensuring the safety and wellbeing of all our children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child.

Details of this plan must be recorded on CPOMS (or equivalent), as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

We and our DSL Team will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

We recognise that school is a protective factor for children, and the current circumstances, can affect the mental health of pupils and their parents/carers. Our staff need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

We are committed to ensuring the safety and wellbeing of all its students.

We will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

We will refer to the Government and LA guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS (or equivalent).

Where we have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the LA.

Peer on Peer Abuse

We recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

We will listen and work with the child, parents/carers and any multi-agency partner required to ensure the safety and security of that child.

Concerns and actions must be recorded on CPOMS (or equivalent) and appropriate referrals made.

Advice, Guidance & Support from the LA

Our Headteacher shares all LA updates with relevant staff and all staff are aware of how to access support from our SSQA, the Safeguarding in Education Team, Virtual School and One Education as advised through the daily circulars.

APPENDIX H - Abbreviations

● AP	Alternative Provision
● CiN	Child in Need
● CP	Child Protection
● CPOMS	Electronic record keeping system
● CSC	Children's Social Care
● DFE	Department for Education
● DO	Designate Officer (formerly LADO)
● DSL	Designated Safeguarding Lead
● EH	Early Help
● EHA	Early Help Assessment
● LA	Local Authority
● LAC	Looked After Child
● LAC DP	Designated Teacher for LAC
● LADO	Local Authority Designated Officer
● MASH	Multi Agency Safeguarding Hub
● MCC	Manchester City Council
● MSP	Manchester Safeguarding Children's Board
● SEN	Special Educational Needs
● SENCO/SENDSCO	SEN Co-ordinator
● SG SEF	Safeguarding Self Evaluation Framework
● SOS	Signs of Safety