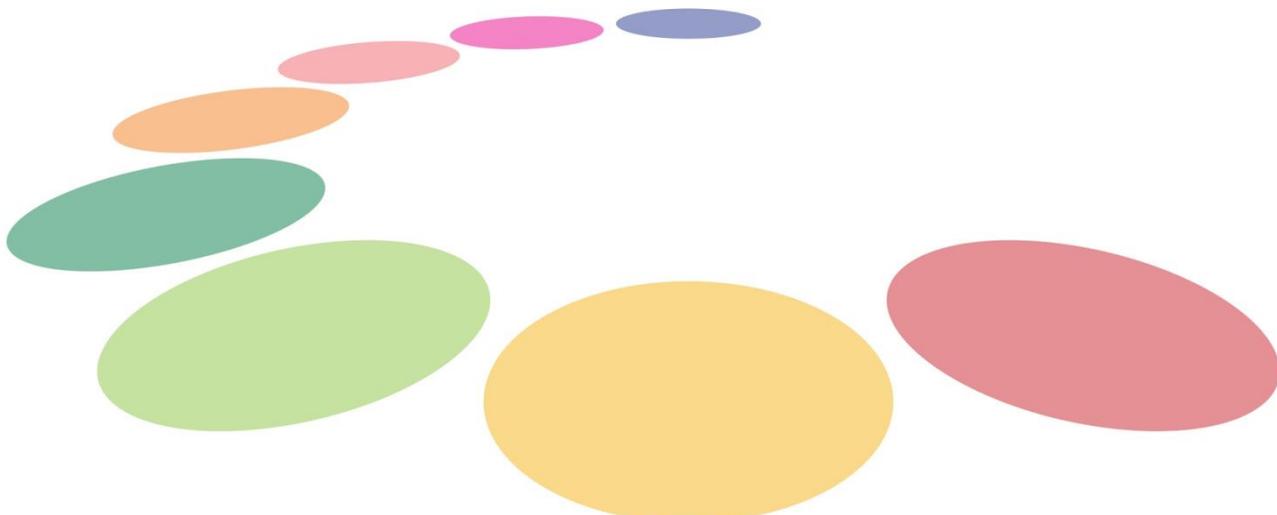**Claremont Primary School**

Safeguarding Policy
(To be read with 'Keeping Children Safe in Education' Part 1 & Annex A)

Agreed Date	December 22
Review Date	December 23

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

In their absence, the authorised member of staff is Antonia Perdue (Deputy Head Teacher).

KEY SCHOOL STAFF & ROLES
Include Pastoral Team/EH Co-ordinator as applicable

Name	Role	Location and/or Phone Number
Amy Killeen	AHT and SENCo, Designated Teacher, DSL	0161 226 2066
Nicola Wood	Safeguarding Officer, DSL	0161 226 2066
Stephen Chase	Attendance Lead	0161 226 2066
Louise Knotman	Family Support Worker (PIP)	0161 226 2066

NAMED GOVERNOR * for Safeguarding & Prevent	Contact Phone Number/Email
Mrs Wendy Birks	0161 226 2066

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 2022	Policy reviewed	Mrs Amy Killeen

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2018 -2019	05/12/2018	Dr Jill Lovecy
2019 - 2020	04/12/2019	Dr Jill Lovecy
2020 - 2021	02/12/2020	Dr Jill Lovecy
2021 -2022	01/12/2021	Dr Jill Lovecy

Summary of Safeguarding Procedures

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

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:
- report concerns to a member of the safeguarding team and record the concerns on the schools recording system (CPOMS)
- record incidents in a professional, objective and factual way
- listen to the disclosure without investigating or asking any leading questions and follow the Tell, Explain and Describe process (TED).

The Safeguarding team will:
- decide the course of action referring to the MSCB Levels of Need. If a child is seen to be at immediate risk of harm, a referral to Children's Services or the Police will be made
- aim to work with parents and carers to address any safeguarding concerns. However, if a child is at immediate risk of harm, parents may not be informed of any referrals if it is deemed as a further risk to the child
- Share clear guidance with staff on 'What to do if you have concerns about a child' flowchart (see appendix).
- Promote an ethos of "it could happen here" and that staff should not assume someone else will take action. Safeguarding is everybody's responsibility.

Useful numbers:
- Central Early Help Hub: 0161 234 1975
- Social Care and Advice Service (AGS): 0161 234 5001
- Complex Safeguarding Hub: 0161 226 4196
- MCC Safeguarding in Education Team: 0161 245 7171

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:

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:
- This should be referred immediately to the headteacher: Anne Conboy.
- Where concerns or allegations are regarding the headteacher, this should be referred to the chair of governors: Dr Jill Lovecy.
- Do not investigate the matter, question the alleged victim, alleged perpetrator or potential witness without prior consultation with the above-named people.
- Make sure the child is safeguarded at all times and appropriate referrals are made to Children's Social Care if required.
- All concerns including low-level should be reported to the Headteacher l unless concerning the Headteacher in which case report to the chair of governors.

This matter must remain confidential.
The headteacher 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. There is a separate procedure document relating to this issue for further information and guidance.

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

Whistleblowing procedure in place 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 manger if possible. However, where the matter is more serious or an employee feels 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: 0800 028 0285 or email: help@nspcc.org.uk

CONTENTS:-

APPENDICES:-

1. INTRODUCTION

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

This policy has been developed to ensure that all adults in our school, including regular staff, supply staff, volunteers, visitors and contractors are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child**.' (KCSiE, Part 1, p 6)**

The effectiveness of our safeguarding arrangements are monitored by SLT and the Governing Body through a designated governor meeting with the inclusion team at a half termly meeting (KCSiE Part 2.81)

- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.81)
- 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.

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

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect (1.21-30)
- Channel (Annex B, p148)
- Child Abduction and Community Safety Incidents (Annex B, p140)
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images (1.32-35, Part 5)
- Child Criminal Exploitation (1.36-39, Annex B, p140-142)
- Child Sexual Exploitation (1.36, 40-42, Annex B, p140-142)
- Children and the Court System (Annex B, p142)
- Children Missing from Education (Annex B, p142-3)
- Children who are lesbian, gay, bi or trans (LGBT) (2.202-4)
- Children with Family Members in Prison (Annex B, p143)
- County Lines (Annex B, p141-2)
- Cybercrime (Annex B, p143-4)
- Domestic Abuse (New para at 1.43 and Annex B, p144-5)
- Early Help (1.20, 1.58,)
- Elective Home Education (2.175-8)
- Homelessness (Annex B p145-6)

- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty (clarification 1.86-1.93)
- Looked After Children and children open to or who have been open to a Social Worker (Further information on the role of the Head of the Virtual School, 1.191-196)
- LGBT children (Extended information at 2. 202-204)
- Mental Health (1.45-7, Annex B p146)
- Modern Slavery & the National Referral Mechanism (Annex B, p146-7)
- Online Safety, including Education at Home (2.134-147, Annex B, p155-7)
- Prevent Duty (Annex B, p148, Additional support, p149)
- Preventing Radicalisation (Annex B, p147-8)
- Serious Violence (1.48, Annex B p150-151)
- Sexual Violence and Sexual Harassment between children in schools and colleges (Part Five, Annex B, p149-50)
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing (1.44 & Annex B, p151-3)

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. We facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies operate with the best interests of the child at heart.

'Governing bodies and proprietors should ensure they facilitate a whole school or approach to safeguarding. This means involving everyone in the school, 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 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;
- taking action to enable all children to have the best outcomes.' (KCSIE, p6)

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/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 2022' Our policy ensures that we comply with our Statutory Duties (Appendices A & B)

1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children's Services and Community Safety (MCC)

1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix E)

1.4 Our policy complements and supports other relevant school policies (Appendix D).

1.5 Our policy is regularly reviewed and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR GOVERNING BODY

Our Governing Body have a strategic leadership responsibility for our school's/college's safeguarding arrangements and **will** ensure that they comply with their duties under legislation. They **will** have regard to KCSiE 2022, ensuring policies, procedures and training in their schools/colleges are effective and comply with the law at all times.

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

The Governing Body will ensure that:-

● All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety

● All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.81)

● A named member is identified as the designated governor for Safeguarding

● Governors facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.

● Where there is a safeguarding concern, they and school/college leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

● The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. Children are aware of the Children Friendly

Safeguarding policy which is discussed regularly and on display in each classroom. During PHSE lesson children are signposted to places where they can seek further support

- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has an effective Safeguarding Policy
- The school/college has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained as required
- More than one emergency number is held on file for each pupil/student
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. The identified governor will meet with the inclusion team once a term and provide a verbal report to the Governing Body.
- 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. All staff read the Staff Code of Conduct and Safeguarding policy annually.
- 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. 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, 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. Safeguarding training will be completed in the September INSET. Any staff unable to attend will receive training by the Safeguarding leads. All Safeguarding training certificates are filed on the school system. New staff have an induction where safeguarding procedures and practises are shared with them.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. The policy and procedures will be shared during the safeguarding training and are in line with MSP procedures.
- 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 The Headteacher

The Headteacher will ensure that all 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.

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

'Schools and colleges should work with local authority children's social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans'. (KCSiE 2.112)

'All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.' (KCSiE, 2.113)

The 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 SG 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.

● 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 understand our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in our prospectus.

● The Safeguarding policy is available on our website and is included in the staff handbook and volunteers' Induction Pack. The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
● Child-friendly Safeguarding Policy 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 and the processes for the escalation of concerns. All CPOMS entries are monitored by the DSL and deputies. During the

school holidays the inclusion team continue to monitor their emails and attend meetings as required.

- 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 the Deputy Head Teacher. Images of DSLs are displayed in the staff room so all visitors know who they are.

- 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.

- We ensure a risk assessment takes place to establish that the appropriate checks take place on all volunteers, visitors and contractors.

- 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.

- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

2.3 Our Designated Safeguarding Lead (DSL)

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

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

- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE, MSP and LA concerning safeguarding, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters.
- Provide/commission support and training for staff and volunteers. Impact will be monitored through the use of CPOMS and safeguarding reports to Governors.
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'.
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, and follow escalation process if necessary. This will be monitored through the annual section 11 Safeguarding audit and through attendance at LA DSL training events.
- 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.
- DSL will complete a conference report following MSP guidance and share these 48 hours prior to the conference using the Signs of Safety approach.
- Refer cases to the Channel programme where is a radicalisation concern or support other staff who have made such referrals.
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and supervision to undertake this role. Supervision for DSL half termly and Deputies termly.
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance (Part 5.465)
- 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) A member of the Inclusion Team would act as an appropriate adult if a family member could not be present.
- 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. CPOMs is used to store all safeguarding records, all children are on the system individually.
- Help promote the educational outcomes for vulnerable children, including those with, or have had, a social worker, in conjunction with other appropriate colleagues (KCSiE, 191-196).
- Share and transfer safeguarding and child protection information as appropriate. CPOMs is used to share all safeguarding records, all children are on the system individually.
- 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.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

- Understand the lasting impact that adversity and trauma can have on children and young people
- Ensure the child protection policy is available publicly and parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school/college in this. The policy can be found on the school website and when deemed appropriate consent is sought by parents when making a referral.

Safeguarding Team:

The Designated Safeguarding Lead in this school is:
    Amy Killeen (Assistant Headteacher Inclusion, SENCO)
    a.killeen@claremont.manchester.sch.uk
    0161 226 2066
The Safeguarding Officer in the absence of the DSL is:
    Nicola Wood (Safeguarding Officer)
    n.wood@claremont.manchester.sch.uk
    0161 226 2066

SLT Deputy Safeguarding Leads:
Anne Conboy – Headteacher head@claremont.manchester.sch.uk
Wendy Birks – Deputy Headteacher w.birks@claremont.manchester.sch.uk
Martin Killeen - Assistant Headteacher m.killeen@claremont.manchester.sch.uk
Jenny Sach - Assistant Headteacher, Designated Person for Looked After Children j.sach@claremont.manchester.sch.uk

Stephen Chase – Attendance Officer s.chase@claremont.manchester.sch.uk

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
- Will read Part One/Annex A/Annex B of KCSIE 202 as directed by SLT 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 and Together and the ACT model.
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures eg Behaviour 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 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   In accordance with KCSiE, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety) and be aware of the systems within school which support safeguarding eg, the behaviour policy. The Deputy Head inducts new staff on the first day and Volunteers are inducted by the Lead for volunteers

3.2   All staff must ensure that they have read and understood 'KCSIE' Part 1 and Annex B (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 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. Safeguarding training is delivered either online; by an outside specialist bought in and the Designated Safeguarding Team Lead. The inclusion team provide regular updates on the current safeguarding needs in the school. Example scenarios are discussed in staff meetings to ensure staff feel confident in dealing with disclosures.

3.4   All staff members will receive regular safeguarding and child protection updates including online safety, 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

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 difficulties may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs). ACEs will be covered in the safeguarding training that staff receive annually. Separate ACEs training has been provided to all staff.

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. A child-friendly safeguarding policy has been developed and this is available in classrooms and discussed with the children. We also use a variety of communication tools (including those recommended by the Signs of Safety e.g. the three houses) to gather children's views.

4.1.2 We participate in the UNICEF Rights Respecting School programme and are accredited to Silver level.

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. This included missing 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 requirements and MCC policy and procedures 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. A member of the Designated Safeguarding team has a CME role.

4.2.4   We will follow the Anxiety Based School Avoidance guidance 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 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. 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.

4.4.3   We will work with the Weapon Carrying in Schools and Colleges guidance (Appendix C) to assist in decision making around exclusion and other responses to carrying or using weapons in school.

4.4.4   Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

4.5 VULNERABLE GROUPS

4.5.1   We ensure all key staff work together to safeguard vulnerable children. Any incidents recorded on CPOMS are linked to a member of the DSL team so that the most appropriate person can be allocated a case. Inclusion team meetings are held weekly with the Attendance Officer, Family Support and the DSL to discuss any safeguarding concerns.

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

- Is disabled or has certain health conditions and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending

- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the school day

Additionally, these children will also be considered
- International new arrival, refugee or asylum seeker
- Looked after, previously looked after or under a special guardianship order.
- Has or has had a social worker
- LGBT children (KCSiE, Part 2:202-204)

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 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
- communication barriers and difficulties in managing or reporting these challenges. (KCSiE, Part 2:198)

4.5.4 Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. (KCSiE, Part 2:198)

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

4.5.6 We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and Virtual School. (KCSiE, 191-196)

4.6 CHILD ON CHILD ABUSE (KCSiE 5.especially added points 445-492)

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

4.6.2 Through training of staff are aware of our procedures and approach to this issue which are summarised below:-

- The procedures to minimise the risk of child on child abuse
- The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously
- How allegations of child on child abuse will be recorded, investigated and dealt with
- Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- Recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and simply not be reported
- Our clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.
- Recognition that it is more likely girls will be victims and boys' perpetrators, but that all child on child abuse is unacceptable and will be taken seriously
- Challenging any physical behaviour such an inappropriate touching, pulling down trousers, lifting up skirts.
- Recognition of the different forms child on child abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2022
- Referral to sexual harassment as being 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When referencing sexual harassment, we do so in the context of child-on-child sexual harassment.
- Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

4.7 ELECTIVE HOME EDUCATION

4.7.1   We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child's best education is at the heart of the decision.

4.7.2   We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs

4.7.3   If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made.

4.7.4   We will inform Manchester LA of all deletions from the admission register when a child is taken off-role and we understand that a child may be removed from roll as soon as the parent has informed us of their decision.

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

4.8 COMMUNITY SAFETY

4.8.1 **Serious violence**

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

4.8.2 **Child abduction and community safety incidents**

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe, eg school takes part in the 'Get Away and Get Safe' project regarding community safety and youth violence.

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. (See Appendix C)

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

5.1 KEEPING RECORDS

Staff can record any safeguarding concerns via CPOMs. This information is secure and can only be accessed by the Designated Safeguarding Leads. Records are kept in line with our GDPR 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 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 the 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 a pupil leaves the school as soon as possible and keep a copy of the file in accordance with our Transfer of Records Policy (See Appendix E) 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 the schools recording system (CPOMS)
- The DSLs will discuss concerns and decide on appropriate action e.g.

- Speaking to parents/ carers
- signposting to support / Universal services
- monitor & escalate
- referral to Early Help
- referral to Children's services.

Ensure all information is kept confidential

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

5.3.4 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 or physical harm. 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 Social Workers and other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

5.4.2 We will develop effective links with Early Help Hubs and carry out an Early Help Assessment (EHA), as appropriate.

5.4.3 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
- 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 any 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 to share, when and what to share and systems for recording these decisions.

5.6   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 2:119)

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

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

5.7.2   We will attend and contribute to initial and review CP conferences, Child in Need (CiN) conferences and relevant multi-agency meetings, including core groups. Attendance at meetings during school holidays will be based on availability of the team. If they cannot attend, a report and apologies will be sent to the chair of the meeting.

5.7.3   Members of staff who are asked to attend a CP 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.

5.7.4   In our reports, we always aim to include the voice of the child, which is especially important where there may be barriers to communication.

5.7.5   Attempts will be made to discuss and share reports with the carers/parents before conference. We will use the most up to date proforma.

5.7.6   All relevant staff will be confident in using the tools which are part of the Signs of Safety approach.

5.8   CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

5.8.1   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.

5.8.2   All staff and volunteers must be clear with children that they cannot promise to keep secrets.

5.8.3   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.

5.8.4   We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

5.9   SERIOUS CASE REVIEWS (SCRs)

5.9.1   The 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 care review
- Improve inter-agency working to better safeguard and promote the welfare of children and young people

5.9.2   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

5.9.3   Our DSL will keep up to date with the findings from CPR/SCRs in Manchester and share the learning and review our safeguarding procedures if relevant. This will include attending 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. This included face to face teaching, blended learning and online learning as needed, in response to any crisis situation that may arise.

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

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

6.3   Relationships Education, Personal Social and Health Education (PSHE), Sex and Relationship Education (SRE), Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues. We base our curriculum on the PSHE Association Programme and the Manchester Healthy School 'I Matters' model.

6.4   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.

6.5   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 and breast ironing, Forced Marriage, Peer on Peer/Child on Child abuse and County Lines. See Appendices for guidance and links to further information.

6.6   All children know that there are adults in our school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. A child-friendly safeguarding policy is available in every classroom with key people that children can speak to when they are worried.

6.7   Children are encouraged to contribute to the development of polices

6.8   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

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 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 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 and monitoring methods (without 'over-blocking') are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. In school we use Securly filtering solution to monitor and filter activity in and out of school.

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

7.6   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.

7.7 We will ensure that children do not misuse their devices whilst in school. We use Securly, which is a cloud-based filtering solution that will alert the Headteacher to any inappropriate material within school. It will flag the user name and the flagged website.

7.8 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies, including laptops, tablets and computers, and platforms used, both on and offsite. All staff read the Technology Acceptable Use Agreement annually and the Staff Code of Conduct.

7.9 We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.

7.10 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. Advice is available for parents on the school website and further guidance is shared.

7.11 The school will ensure that staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. All staff read the Technology Acceptable Use Agreement annually and the Staff Code of Conduct. Staff are only to use equipment provided by school and only use their approved email account provided by the school.

7.12 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 risk out children face. (KCSiE Part 2, 134-147)

8. SAFER RECRUITMENT AND 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.

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 policies

- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.

- Our job adverts will include safeguarding requirements and the schools /colleges commitment to safeguarding and promoting to welfare of children

- Our job adverts will include safeguarding requirements and the schools /colleges commitment to safeguarding and promoting the welfare of children

- Our job adverts will make it clear that safeguarding checks will be undertaken including online checks

- 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 acknowledge to processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate

- We understand the check which need to be made for individuals who have lived or worked outside the UK

- We adhere to duties which must be performed in relation to agency and third-party staff, contractors, trainees or student teachers, visitors and volunteers

- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos

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 checked as appropriate. All staff providing out of hours provision are employed by the school and safer recruitment protocol is followed.

8.4   The school maintains a single central record of all recruitment checks updates 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   Risk assessments are carried out on all volunteer activities as required.

8.8   We will not keep copies of DBS certificates, either electronically or in paper files.

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

9.1   We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers, including where they have behaved in a way that indicates they may not be suitable to work with children (transferable risk). We also follow the MSP procedures for dealing with allegations.

9.2   We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated.

9.3   The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation

9.4   We consider allegations that may meet the harms threshold and this allegations/concerns that do not, referred to as 'low level concerns'.

9.5   The harms threshold indicates a person would pose a risk of harm if they have-

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk if harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour that may have happened outside school/college, known as transferable risk)

9.6   Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusion.

9.7   Concerns that do not meet the harm threshold may include

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

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

9.9   A low level concern is not insignificant – it does not meet the harm threshold.

9.10   Low level concerns are reported to the headteacher/principal and may also be self-referred. (KCSiE provides further clarity on processes- 432-434). All staff read the Code of Conduct and Whistleblowing Policy annually and reporting low-level concerns is part of the annual safeguarding training.

9.11 Our Managing Allegations Policy details the processes and conclusion of low-level concerns and guidance about including information in references.

9.12 All allegations made against a member of staff 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.

9.13 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.

9.14 Historic allegations will be referred to the police.

10. SAFETY ON & OFF SITE

10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.

10.2 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.

10.3 All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained. All visitors have to sign in using the Inventory System and display their visitor sticker at all times. They are provided with a red lanyard so all staff are aware that they must be supervised at all times. 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 the contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible to determine the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contacts between school and contractor's organisation. We will always check the identities of contractors and their staff on arrival.

10.6 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.

10.7 When the school is let, if services or activities re provided by the governing body or proprietor, under the direct supervision or management of school/college staff, the school/college arrangements for child protection will apply.

10.8 When the school is let and services or activities are provided by another body, the school/college governing body or proprietor should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school/college on these matters where appropriate.

10.9   Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school/college premises – failure to comply with this will lead to termination of the agreement.

10.10 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times. Claremont Primary School operates a responsible booking protocol and will carry out appropriate checks.

10.11 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.

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

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

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

10.15 We will only place children in alternative educational provision (AP) which we have quality assured and is a registered provider.

10.16 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.

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.

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 take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Physical Abuse

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

Emotional Abuse

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

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.
The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

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

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.

- Ensure adequate supervision (including the use of inadequate caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **'Keeping Children Safe in Education', September 2022**
  Specific guidance for educational settings - relevant sections to be read and understood by all staff and volunteers as deemed appropriate. It signposts to key legislation as well as signposting to useful organisations and resources.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022_Part_One.pdf

- Ofsted Section 5 Inspection Framework for Schools
- Inspecting Safeguarding in Early Years, Schools & Skills Settings'
- 'Working Together to Safeguard Children'
- Prevent Duty, Section 26 Counter Terrorism & Security Act
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Domestic Abuse Act 2021
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools
- DFE Children Missing Education, Stat Guidance
- DFE Designated Teacher for LAC Guidance
- DFE Supervision of Regulated Activity
- Alternative Provision, Stat guidance
- Teachers' Standards
- Governors' Handbook
- 'Listening to & involving children & young people', stat guidance
- Health & Safety Legislation
- Equality Act

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
- NSPCC 'When to call the police'

C. Local Polices and Guidance (MCC, MSP & GM Policies, Procedures & Guidance)

Links to:-

MSP Website:-
- MSP & GM Policies
- MSP Multi-agency Levels of Need & Response Framework,
- Safeguarding Concerns, Guidance & Proformas, including escalation process
- MSP LADO Referral Process
- MSP Learning From Serious Case Reviews
- MSP on Sexual Harassment
- GM Weapons Carrying Guidance

Help & Support Manchester Website:-
- Early Help Strategy, Guidance, Assessments & Referrals
- Our Practice in Manchester website:-
- Signs of Safety Strategy, Guidance & Resources

MThrive

National Police Chiefs' Guidance

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

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Relationships Education, Relationships and Sex Education and Personal Social and Health Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short-term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers
- Child on Child Abuse
- Code of Conduct (for staff)

Add to list as appropriate/relevant for any additional information included in model Policy

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

Schools Hub
- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- Attendance Guidance
- CME Guidance
- Inclusion Strategy
- Anxiety Based School Avoidance Guidance
- Weapon Carrying in Schools and Colleges Guidance
- MCC Elective Home Education Policy
- MCC Alternative Provision guidance and approved provider list

UKIS Governors' Guidance for Online Safety

F. Abbreviations

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

H.   Flowchart of concerns

Actions where there are concerns about a child

School/college action	
Other agency action	

Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead[1]

Referral not required, school/college takes relevant action, possibly including pastoral support and/or early help[2] and monitors locally

Referral[3] made if concerns escalate

Designated safeguarding lead or staff make referral[3] to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about the type of response that is required

Child in need of immediate protection: referrer informed

Section 47[4] enquiries appropriate: referrer informed

Section 17[4] enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC[5]

Identify child at risk of significant harm[4]: possible child protection plan

Identify child in need[4] and identify appropriate support

School/college considers pastoral support and/or early help assessment[2] accessing universal services and other support

Staff should do everything they can to support social workers.

At all stages, staff should keep the child's circumstances under review (involving the designated safeguarding lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first