Connect Alliance Trust

Excellence - Collaboration - Respect

Safeguarding and Child Protection Policy

Adopted by
Brookburn Primary School

Approved by:	Connect Alliance Trust Board	Date: 23.9.25
Last reviewed on:	11th September 2025	
Next review due by:	September 2026	

Version Control Table

Version	Date	Author	Rationale/Summary of changes	Ratified
V1.1	09/09/25	Jayne Kennedy	New CAT policy	23.09.2025

Barlow Hall Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is Jennifer Holden. In their absence, the authorised member of staff is the Deputy Head, Beth Owen.		
KEY SCHOOL STAFF & ROLES Include Designated Safeguarding Lead (DSL)/Pastoral Team/EH Co-ordinator as applicable		
Name	Role	Location and/or contact phone number/Email
Jennifer Holden	*Headteacher DDSL, CLA DP, Mental Health Lead, Inclusion team*	*0161 881 8880* *j.holden@brookburn.manchester.sch.uk*
Beth Owen	*Deputy Head, DSL, CLA DP/ EH lead, attendance lead, Inclusion team*	*0161 881 8880* *b.owen@brookburn.manchester.sch.uk*
Sophie Kay	*Assistant Head, KS1* Acting SENCo, DSL team, Inclusion team	*0161 881 8880* *s.kay@brookburn.manchester.sch.uk*
Dr Helen Elderfield	*Mental Health First Aider*	*0161 881 8880* *h.elderfield@brookburn.manchester.sch.uk*

NAMED TRUSTEE and GOVERNORS for Safeguarding & Prevent	Contact Phone Number/Email
Trustee: David Allan	David.Allan@connectalliancetrust.co.uk
Governor: Colin McFarlane	Colin.MacFarlane@connectalliancetrust.co.uk

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

The effectiveness of our safeguarding arrangements are monitored by SLT, and the Trust and school's Governing Body, through:

- **Safeguarding reports to the Trust Board/ School Governing Body by the CEO/ Headteacher**
- **Trustee/ Governor visits and review meetings with the DSL each term**
- **Commissioning of external safeguarding QA every two years**
- **Completion of Manchester Local Authority Safeguarding Self-Evaluation (KCSIE Part 2.78)**

Review Date	Changes made	By whom
11.9.2025	Policy created	Jayne Kennedy Alice Corlett
September 2026	Policy reviewed	Trust Board

Ratification by Trust Board

Academic year	Date of ratification	Chair of Trust Board
2025-26	23.9.2025	Adrian Young

Summary of Safeguarding Procedures

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

All staff, volunteers and visitors working at our school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the best interests of the child. They also have a responsibility to report any concerns about the welfare and safety of a child and all such concerns will be taken seriously.

- If any member of staff, visitor or volunteer have any concerns about a child's welfare they must act on these concerns **immediately**.

- **Report** the concern to the Designated Safeguarding Lead (DSL) of the school or in their absence a member of the Designated Safeguarding Team (KCSiE 1.72). They will make a decision about what action should be taken, by whom and when it will be reviewed.

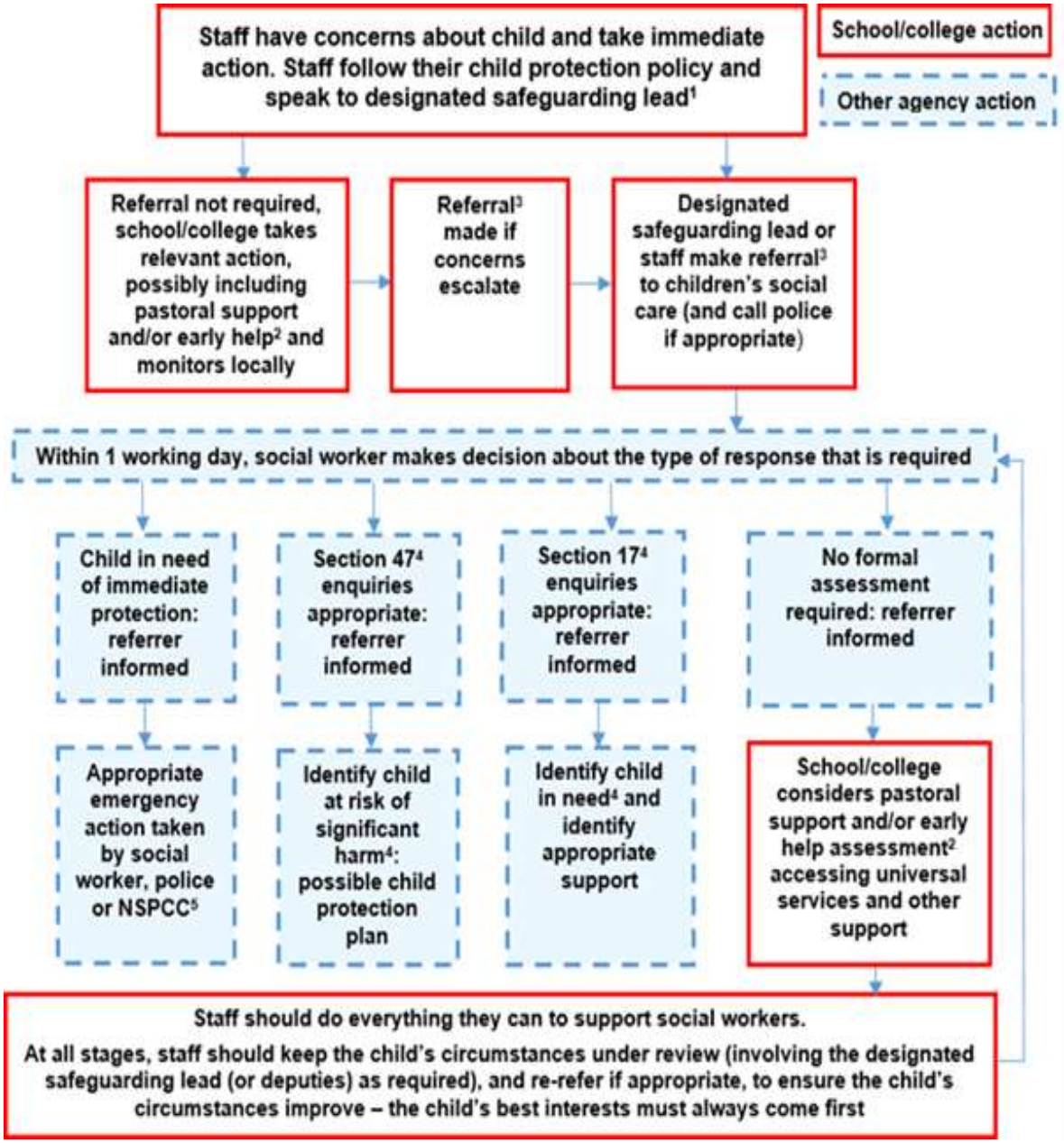
- **Record** the concern as accurately as possible on CPOMs (Child Protection Online Monitoring System) and link the DSL. The DSL will make the decision about who the information should be shared with.

- For staff that do not have access to CPOMS (volunteers, LOs, agency staff), if a disclosure has been made, complete the 'Reporting a Safeguarding Concern' form - Appendix 1. This will be added to CPOMs by the DSL/ member of the DSL team.

All staff, volunteers and visitors will work in line with 'What to do if you have concerns about a child' flowchart which can be seen on the next page.

We recognise the importance of safeguarding and everyone's role in being vigilant and taking action as necessary.

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



Agency Key Contacts:

- Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
- Social Care Advice & Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196
- MCC Safeguarding in Education Team: safeguardingedu@manchester.gov.uk

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

- All concerns, including low-level, should be reported to the head teacher
- Where there are concerns/allegations about the Headteacher, this should be referred to Connect Alliance Trust's CEO, Liz Hardy or the Director of Education, Jayne Kennedy
- Where there are concerns/allegations about the CEO, this should be referred to the chair of the Trust Board.

The Headteacher / DSL will:

- Confirm that the child/children are safeguarded
- Obtain a written account which has been prepared by the person whom the allegation was made
- Record details of any potential witnesses
- Record the details of any discussions and the rationale for any decisions that have been made about the child/ member of staff
- Inform the Manchester LADO (LA Designated Officer): **0161 234 1214**

Make a referral to the Manchester LA Designated Officer within 1 working day if allegation meets MSP criteria (follow MSP referral guidance)

(KCSIE Part 4)

Our procedure for whistleblowing if there is an urgent concern about child welfare or safeguarding that cannot be dealt with through our usual systems is outlined clearly in our Whistleblowing Policy which can be found on our website.

It is the hope and intention of the school that any employee with a concern about the school's operation, or its conduct, feels able to first raise those concerns internally with their line manager. However, in line with legislation, if an employee does not feel comfortable making a disclosure internally within school, they have the right to take their concerns outside the school. (KCSIE Part 1.73-74)

- NSPCC Whistleblowing Helpline: 0800 028 0285
- help@nspcc.org.uk
- Further information : GOV.uk website

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

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

CONTENTS:-

1. **Introduction**
2. **Roles & Responsibilities**
3. **Training & Awareness Raising**
4. **Safeguarding/Child Protection Policy & Procedures**
5. **Case Management, Record Keeping & Multi-agency working**
6. **The Curriculum**
7. **Digital Safeguarding**
8. **Safer Recruitment**
9. **Managing Allegations**
10. **Safety On & Off-Site**
11. **Complex Safeguarding**
12. **Part 1, Annex A & Annex B of 'Keeping Children Safe in Education (KCSIE), September 2025 - statutory guidance to be read by staff as determined by Connect Alliance Trust's executive team and headteacher**

APPENDICES:-

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

KCSiE - Part One / Annex A/ Annex B

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

Staff who work directly with children read **at least** Part 1 of the guidance, Annex A.

Staff who do not work directly with children should read either Part 1 or Annex A.

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

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

Introduction

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

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

Our approach is child-centred,

*'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.' **(KCSiE, Part 1.2)***

As a Rights Respecting School we acknowledge many of the articles that relate to keeping children safe and support them through this policy. This includes Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

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

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

Our response to a critical incident is outlined in the Business Continuity Policy.

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

'Schools in Connect Alliance Trust facilitates a whole school 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:

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

(KCSiE Part 1.3)

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 statutory guidance set out in 'Working Together to Safeguard Children December 2023' and 'KCSiE 2025'. 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 CONNECT ALLIANCE TRUST BOARD

Our trust board has a strategic leadership responsibility for our schools' safeguarding arrangements, and **will** ensure that our schools comply with their duties under the legislation. All our schools **will** have regard to KCSiE 2025, ensuring policies, procedures and training in our schools are effective and comply with the law at all times.

Our trust board 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 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 trust board will ensure that:-

- All members of the trust board and school governing board have read the most recent publication of Keeping Children Safe in Education in its entirety

- All members of the trust board and school governing board have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.79, 2.94-96)

- A named member of the trust board is identified as the designated governor for Safeguarding. This is David Allan. Our school's governor is Colin McFarlane.

- Trustees 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, governors and school 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.

- Policies and procedures allow appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

- Each school has an effective Safeguarding and Child Protection Policy

- The trust 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 trustee will provide the trust board with appropriate information about safeguarding and will liaise with the designated member of trust staff, the director of education.

- The identified school governor will provide the school governing board with appropriate information about safeguarding and will liaise with the designated member of school staff, the headteacher and/or DSL.

- Our trust's safeguarding policy, our trust's staff Code of Conduct are reviewed at least annually, and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance.

- We operate safer recruitment and selection practices in accordance with Part Three of KCSiE. This is outlined in our Safer Recruitment Policy.

- We will ensure that new checks are carried on existing staff, as a matter of good practice, as determined by our trust board. Where staff have given consent, checks will be made using the Update service.

- We will carry out an annual self-declaration relating to criminal convictions incurred since previous criminal record check/ Disclosure and Barring Service (DBS) check

- It is the expectation of the local authority that DBS for existing staff will be renewed every three years in line with the MCC local agreement

- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors and these are in line with KCSiE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.

- All staff and volunteers who have regular contact with children and young people and contractors who are in contact with children and young people receive appropriate training and information about the safeguarding processes. This is monitored by the DSLs and reported to the School Governing Body and Trust Board through the termly Headteacher and CEO report.

- There is appropriate challenge and quality assurance of the safeguarding policies and procedures with monitoring by Safeguarding Trustee. The Designated Trustee and Governor receive additional specific training in order to carry out their role effectively.

- Our trustees regularly review the effectiveness of digital safeguarding arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

2.2 OUR HEADTEACHER

Our Headteacher will ensure that the policies and procedures adopted by Connect Alliance Trust Board, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.

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

Our Headteacher will ensure that (they or) safeguarding staff are available to attend, Initial Child Protection Conference (ICPC) Review Child Protection Conference (RCPC),) and Strategy meetings during school holidays and out of hours.

Our Headteacher will manage allegations against staff, (as the main point of contact for the LADO) and will ensure where a person is dismissed/left due to risk/harm to a child they inform the Disclosure and Barring Service as required, and where a crime may have been committed to the Police as required.

'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 coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans'. (KCSiE 2.112)

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

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

- The policies and procedures adopted by the trust board to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.

- All staff including supply teachers, volunteers, visitors and contractors understand and comply with our Connect Alliance Trust Code of Conduct.

- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested.

- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.

- A senior member of staff, known as the DSL, is appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.

- Parents/carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear.

- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.

- Child friendly information on how to raise a concern/make a disclosure has been developed through direct work with children, our Rights Respecting School teaching and learning, NSPCC workshops and is accessible to all children. Pupil voice activities are completed regularly to ensure all children know how to raise a concern and who to speak to should they have any worries.

- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns We use a secure online system named CPOMS for all our recording and reporting. Feedback is taken following referrals, and School Governing Boards are informed on a termly basis as to the number of referrals made and what further action was taken. This information is collated and shared with the Trust Board safeguarding lead. The Headteacher and DSL can be contacted out of hours and during school holidays through the school website.

- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively. This is done through training, regular updates and weekly safeguarding scenarios. Concerns are taken seriously and followed up immediately. This fosters a supportive culture.

- 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. This includes safer recruitment and annual safeguarding training appropriate to roles and we are compliant within our statutory Single Central Record. The SCR is a legal requirement.

- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.

- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. Procedures: Initial check of organisation to ensure legitimacy/ check if any links to extremist views/ assessment of educational value and age appropriateness/ senior member of staff present during any presentation.

- 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 senior member of staff from the Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. They take lead responsibility for safeguarding and child protection, including digital safeguarding and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a DDSL but the DSL takes the ultimate lead for child protection. (DDSLs are trained to the same standard as the DSL).

The DSL will always be available during school/college hours and provide out of hours or out of term time cover arrangements as agreed with senior leadership. If cover during out of term time cannot be arranged, the DSL will contact the MCC Safeguarding in Education Team.

The DSL, together with the safeguarding team, will:

Manage referrals

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care

- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme

Work with others

- act as a source of support, advice and expertise for all staff

- act as a point of contact with the safeguarding partners

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member

- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding

and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.

- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

- work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

This includes:

- ensuring that the school staff know who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.

- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Share information and manage the child protection file

- Files will be kept up to date, confidential and stored securely with a separate file for each child – all safeguarding information is held within the CPOMs online safeguarding system. Only DSLs have access to view and read confidential safeguarding information regarding pupils, using encrypted access.

- Files will only be accessed by those who need to see them and if content needs to be shared, we will follow the appropriate information sharing advice

- Files will be transferred to a new school as soon as possible and within the first five days of the start of a new term

- For in-year transfers, files will be shared with new school within 5 days

- Confirmation of receipt from the new school should be obtained

- Where we receive files for a new starter, key staff will be made aware as required.

- Where appropriate, files may be shared with a new school in advance of the child leaving to enable the right safeguarding support to be put in place

Raise awareness

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff

- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the trust's executive regarding this

- ensure the child protection policy is available on the school's website and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this

- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and

- help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and leadership staff.

- Support the Headteacher in ensuring staff are aware and confident of raising concerns about staff

Undertake training, increase knowledge and skills

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children

- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.

- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners

- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school

- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online

- obtain access to resources and attend any relevant or refresher training courses, and

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them

- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters

Provide support for staff

- ensure that staff are supported during the referrals processes, and

- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understand the views of children

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them, and,

- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Hold and share information

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and

- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

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

- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role.

- Have access to professional supervision as recommended practice. All DSLs are offered this if they wish to take up that offer.

- Specify the roles and responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENCO, Attendance Lead, Designated Person for Looked After Children, Mental Health Lead

- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child

SCHOOL STAFF

2.4 ALL STAFF

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

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance

- Read Part One/Annex A/Annex B of KCSiE 2025 as directed by senior leaders and appropriate to individual roles.

- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding concerns and key LA approaches, including Early Help and ensuring that the voices of children are listened to and taken account of.

- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/SEND policy- attachment/ trauma/ mental health

- 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 that facilitate communication.
- Never promise a child that they will not tell anyone about shared information, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Be aware of the local early help processes and understand their role in them
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role

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

3. TRAINING AND AWARENESS RAISING

3.1 In accordance with KCSiE 2025, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including digital safeguarding and their responsibilities in relation to filtering and monitoring) and be made aware of the systems within the school/college which support safeguarding e.g. the Behaviour Policy This is led by the DSL. Online training is also available. This training will be regularly updated.

3. 2 All staff must ensure that they have read and understood KCSiE: Part One. This is included in the Code of Conduct which staff must sign each year to confirm they have read this. L1 safeguarding is followed up with online training through National Online Safety that staff can access across the year.

3.3 All staff will receive child protection training every 2 years and at least an annual update which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes. Weekly safeguarding scenarios will check understanding and be used to improve systems and practice.

3.4 All staff members will receive training and updates around digital safeguarding and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills

and knowledge to safeguard children effectively. These are included in bulletins, staff meetings and e-mail. The DSL will disseminate key information following DSL network meetings.

3.5 By training and responding to concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy through whole school briefings, phase meetings and standing safeguarding agenda items at SLT weekly meetings and Executive team meetings.

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

3.7 All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people and this is included in our training programme.

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views via pupil voice, Rights Respecting Council, internal classroom procedures, our curriculum and child-friendly documents.

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

4.2 POOR ATTENDANCE/ABSENT CHILDREN

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

4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy; absences are rigorously pursued and recorded. This includes missing individual lessons, as well as being absent or late at Registration. Any concerning patterns are reviewed in partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

4.2.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.

4.2.3 We implement the statutory and LA requirements in terms of monitoring and will report children appropriately to the CME Team

4.2.4 We will follow the Emotional Barriers to School Attendance guidance (MCC, updated September 2025) to assist with strategies for supporting children and young people experiencing anxiety to return to school.

4.2.5 We will alert the relevant team or authority if a new child who has been expected to attend does not arrive on the due date. (This is in response to learning from local serious case reviews.)

4.3 ALTERNATIVE PROVISION (AP)

4.3.1 We will only place children in AP which is a registered provider and has been quality assured e.g. is on the MCC approved provider list or has been judged by Ofsted to be Good or better. We will obtain written confirmation from the AP that appropriate safeguarding checks have been carried out on individuals working at their establishment.

4.3.2 Children who require access to AP will have a personalised learning plan designed to meet their needs. AP placements will be regularly reviewed. Our DSL will work together with the DSL at the AP to ensure effective sharing of information and that any safeguarding concerns are followed up appropriately. Our school will remain responsible for the safeguarding of any pupils placed in AP.

4.4 EXCLUSIONS

4.4.1. We comply with statutory regulations and with the LA Inclusion Policy (Appendix C).

4.4.2. The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.

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

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

4.5 VULNERABLE GROUPS

4.5.1 We ensure that all key staff work together to safeguard vulnerable children. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support.

Vulnerable children are discussed through:

- weekly inclusion meetings which include members of the safeguarding team

- Regular case review meetings (RAG rated)
- CPOMs
- Agenda Items at SLT meetings
- Early Help offer

In individual cases scaling is used to measure the impact of a situation on a child and to explore strengths, worries and goals and to ensure help and support is identified as soon as problems emerge

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

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

Additionally, these children will also be considered

- International new arrival, refugee or asylum seeker
- Looked after, previously looked after or under a special guardianship order.
- Has or has had a social worker
- LGBT children
- Has the potential for adultification

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and

- Communication barriers and difficulties in managing or reporting these challenges.

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

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

4.5.6. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after or is in kinship care. We work with relevant social workers and the Virtual School

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

4.6 CHILD ON CHILD ABUSE (KCSiE, Part 5)

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

4.6.2 Our separate Child on Child Abuse Policy clearly outlines our procedures and approach to this issue which are summarised below: -

- The procedures to minimise the risk of child-on-child abuse

- The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously

- How allegations of child-on-child abuse will be recorded, investigated and dealt with

- Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported

- Recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and simply not be reported

- Our clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.

- Recognition that it is more likely girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously

- Recognition of the different forms child on child abuse can take

- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE.

4.7 ELECTIVE HOME EDUCATION

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

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

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

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

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

4.8 COMMUNITY SAFETY

4.8.1 Serious violence

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

4.8.2 We update our awareness based on new information regarding trends, modes of operation and language/slang when provided by partner agencies

4.8.3 Child abduction and community safety incidents
We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe**.** We follow the iMatter, Manchester Healthy Schools curriculum that responds to the local context. Our Inclusion Team and Learning Mentors will work with identified children who may be at risk.

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

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

5.1 KEEPING RECORDS

All safeguarding/ child protection records are kept on CPOMS. Records will include:

- a clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

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

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

5.1.3 We keep our safeguarding records secure.

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

5.2 RECORDING AND REPORTING CONCERNS

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

- Speak to the DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system
- Internal staff- CPOMs/ Reported Disclosure form (Appendix)
- Visitors/ volunteers/ external agencies- Reported Disclosure form
- Decision will be made whether a) referral not required- relevant action such as learning mentor support and/or early help- internal monitoring by DSL AND Inclusion Team b) referral made if concerns escalate

- Decision made by DSL/ DSL team in their absence, that a referral is made to Children's Social Care (and call police if appropriate)

- Within 1 working day, social worker make decision about what response is required **(KCSIE, p.24)**

Staff should do everything they can to support social workers and at all stages the child's circumstances will be kept under review. Information will be shared as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

5.3 WORKING WITH PARENTS/CARERS

5.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.

5.3.2 In most cases, parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.

5.3.3 We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.

5.3.4 We will inform and gain consent from parents/carers, if possible, if a referral is to be made to Children's Social Care or any other agency **unless it is believed that by doing so would put the child at risk** e.g. in cases of suspected sexual abuse. We will record the reasons if consent is not gained.

5.3.5 In such cases the DSL or Headteacher will seek advice from Children's Social Care AGS.

5.4 MULTI-AGENCY WORKING

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

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

5.4.3 We will notify the named Social Worker if:

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

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

5.5 CONFIDENTIALITY & INFORMATION SHARING

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

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

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

5.5.4 We have arrangements in place that set out clearly the process and principles for sharing information within school and with the safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.

5.5.5 We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSiE Part 2)

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

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

We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. Arrangements: Headteacher or a member of DSL team to attend conference during holidays and if not possible a member of the Education team - Senior Officer for Safeguarding Quality Assurance in schools – Liz Rose, will be contacted elizabeth.rose@manchester.gov.uk.

5.6.2 Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.

5.6.3 Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.

5.6.2 We will aim to discuss and share reports with the parents/carers before the conference.

5.6.3 All relevant staff will be confident in using the tools that are part of Social Care's refreshed approach.

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

5.7.1 Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

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

5.7.2 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.

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

5.8 **LEARNING FROM SERIOUS CASES**

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

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

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

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

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

6. THE CURRICULUM

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

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

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

6.3 Relationships Education, Relationships and Sex Education (RSE) and Health Education along with Personal Social and Health Education, (PSHE) lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.

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

6.5 All children know 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. This is discussed with all of the children at the start of each term, during PSHE sessions, and is included in the child-friendly safeguarding policy. The DSL team will always ask if a child has a trusted adult in school.

6.6 Children are encouraged to contribute to the development of policies. through the Rights Respecting School Council, Young Leader Prefect programme and other pupil voice groups.

6.7 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.

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

6.9 We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence or harassment

7 DIGITAL SAFEGUARDING

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

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

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

7.4 The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

7.5 Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in our Behaviour policy but in summary, we ensure that all devices are handed in to the school office at the start of the day and not collected until the end of the school day. No devices are to be used before/ after school on the school grounds by children.

7.6 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. Our filtering and monitoring standards apply to the use of generative AI in education. All staff have received training in gen-AI and related safeguarding issues. DSLs will ensure this is addressed in year through weekly safeguarding scenarios.

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

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

7.8 We will encourage children to use social media safely, including opportunities for them to think and discuss issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children.

7.9 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. See staff Code of Conduct and in accordance with GDPR 2018.

7.10 We will complete online safety audits as appropriate to our needs and know where to access recommended models such as SWGfL, National Online Safety and Smoothwall.

7.11 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. We provide up to date information on our website, run parent workshops, and hold Online-safety week each year. We are also a Rights Respecting School and use our PHSCE curriculum to help to keep our children safe online. We signpost parents to external workshops offered by MCC.

7.12 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. See staff Code of Conduct.

7.13 As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSiE)

8. SAFER RECRUITMENT & SELECTION OF STAFF

8.1 Our recruitment and selection policies and processes adhere to the DfE guidance, KCSiE and the LA model policy for Safer Recruitment (Appendices A & D) as outlined in our Connect Alliance Trust Safer Recruitment policy.

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. These measures are outlined below and expanded in our trust's Safer Recruitment Policy.

- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment guidance and at least one of the interview panel has completed safer recruitment training.
- Our job adverts will include safeguarding requirements and the school's commitment to safeguarding and promoting the welfare of children
- Our job adverts will make clear that safeguarding checks will be undertaken, including online checks for shortlisted candidates
- We understand the process around filtering offences
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form.

- Shortlisted applicants will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children

- Applicants must sign a declaration confirming information given is true

- References are obtained by the school before interview and open references are not acceptable

- Our selection techniques are pre-arranged, and questions structured to understand suitability, skills and motivation for the role

- We will investigate at interview if any concerns have come to light about the candidate through the self-declaration or online checks.

- We involve pupils/students in the process in a meaningful way

- All information in the decision-making process is recorded along with the decisions made

- Correct pre-employment checks are carried out and appropriately stored on the single central record

- We understand and complete appropriate processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate

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

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

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

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

- When our school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect providers to meet the guidance in Keeping Children Safe in Out of School Settings (KCSIE, Part 2, 169).

- If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if relevant (KCSIE Part 4)

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

8.5 The Governing Body will determine the frequency and need for renewal of DBS for existing staff. (It is considered good practice to renew the DBS for all staff every three years, in line with MCC local policy).

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

8.7 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.

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

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

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

9.1 We follow the DfE guidance KCSiE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly

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

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

9.4 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'Low Level Concerns'. These are outlined in our Low Level Concerns Policy

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

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

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

9.7 Concerns that do not meet the harm threshold may include

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

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

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

9.10 All low level concerns are reported to the headteacher and may also be self-referred (KCSiE provides further clarity on processes- 430-436)

9.11 Our Low Level Concerns Policy details the processes and conclusion of low level concerns and guidance about including information in references.

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

9.13 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. See 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 while on site. We will undertake an assessment of the educational value, age appropriateness and content of the visitor's itinerary.

10.4 Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check

10.5 We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contacts between school and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.

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

10.7 When the school is let, if services or activities are provided by the school's governing board, under the direct supervision or management of school staff, the school arrangements for child protection will apply.

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

10.9 Should we receive an allegation relating to an incident that happened when an individual or organisation were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO (if it meets the harm threshold).

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

10.11 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.

Procedures in place:

1. Pre-Engagement Checks

- All requests for external visitors or speakers must be submitted in advance to the Headteacher or Designated Safeguarding Lead (DSL).
- The purpose, topic, and content of the visit must be clearly outlined, including resources to be used.
- Background checks will be carried out on the individual/organisation (e.g., reviewing their website, references, or previous work in schools).
- Visitors must provide photo ID on arrival to verify their identity.

2. Approval Process

- The Headteacher/DSL assesses whether the proposed visit aligns with school values, curriculum, and safeguarding policies.

- Where there is any doubt, the request is escalated to the trust board or local authority for guidance.
- Approval or refusal is documented, including the reasons for the decision.

3. Safeguarding Controls

- All external visitors are made aware of and agree to comply with the school's safeguarding, Prevent Duty, and child protection policies.
- Visitors are always supervised by a member of staff during sessions with pupils.
- No unsupervised access to children is permitted unless the individual has an up-to-date and verified DBS clearance appropriate for the activity.

4. During the Session

- A member of staff remains present throughout the session to monitor content and interactions.
- Any concerns about language, materials, or behaviour are acted on immediately and the session can be terminated if necessary.
- The school reserves the right to intervene or stop the session if content strays into inappropriate or extremist territory.

5. Post-Engagement Review

- Pupils and staff are given an opportunity to provide feedback on the visitor/session.
- The DSL records the visit, including any concerns raised, in safeguarding logs.
- If concerns are substantiated, future access is blocked and appropriate safeguarding referrals are made (e.g., to the local Prevent team or local authority).

6. Training and Awareness

- All staff are trained to recognise extremist or radicalising language and behaviours.
- Staff understand the referral routes if they have concerns about a visitor, pupil, or colleague.
- Governors review visitor procedures regularly as part of safeguarding and Prevent compliance.

10.12 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.

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

10.14 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

10.15 We have a Health & Safety policy for contacting parents and for reporting to the emergency services, including police and hospitals.

10.16 We have read and considered the MCC/One Education Critical Incident guidance, the DfE Emergency planning and response for education, childcare and children's social care settings and School and College Security GOV.UK

11 COMPLEX SAFEGUARDING

Serious violence

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

11.2 We will support referrals to Engage panels by providing information about concerns and worries for children involved in ASB and on the edge of criminality, including whether interventions have already been put in place and their success or not.

Child Criminal Exploitation and Child Sexual Exploitation

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

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

11.2.3 We are aware of the significantly low numbers of reported CCE/CSE cases for girls locally and remain vigilant in recognising the signs of involvement for both boys and girls

11.2.4 We are mindful of the language and descriptors used when discussing or referring CCE and CSE instances and avoid all victim blaming language.

11.2.5 We consider the use of the term 'gang' and only apply it to Organised Crime Gangs, not urban or street groups; although our children may perceive that they belong to, or associate with, a named 'gang'.

11.2.6 We will ask for help, support or recommendations with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term and have worked with organisations such as GANGS.

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

APPENDICES

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

Appendix 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', to be read in its entirety by all staff and the links below. Trustees, Councillors and Volunteers should read KCSIE and be aware of the links below.**

Links to the following:

- Keeping Children Safe in Education', in full - latest update, currently September 2024
- 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
- 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

Appendix 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 Advice line
- DFE ‘Teaching online safety in school’ June 2019

Appendix C.

MCC, MSP & GM Policies, Procedures & Guidance

Links to:

MSP Website:-

- MSP & GM Policies
- MSP Multi-agency Levels of Need & Response Framework,
- Safeguarding Concerns, Guidance & Proformas, including escalation process
- MSP LADO Referral Process
- MSP Learning From Serious Case Reviews
- Managing concerns around young people and knives or weapons – a guide for schools and colleges

Help & Support Manchester Website:-

- Early Help Strategy, Guidance, Assessments & Referrals
- Signs of Safety Strategy, Guidance & Resources

National Police Chiefs' Guidance

Appendix D.

Links to Other Relevant School Policies/Procedures

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Online Digital Safeguarding
- Safer Recruitment
- Relationships and sex education (RSE)
- Equality
- Extended Schools Activities
- Communication Strategy: Behaviour Management including fixed and short term exclusions
- Child on Child Abuse
- Trips and Visit
- Special Educational Needs and Disabilities
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers
- Whistleblowing

Appendix D1 Child Protection Reported disclosure/ concern

Reporting a safeguarding concern

Name of child:	**Date/ Time:**
Concern: Please provide detail regarding what the concern is Think who, what, where and when Include as much detail as possible, including the child's own words Facts	
Name of staff member completing the report:	**Signature**
Name and signature of member of staff the report has been given to	
Action taken	
Added to CPOMS	Yes/ No

Appendix D2
Brookburn Community School Safeguarding Appendix:

Response to parental contact with unlinked pupils whilst on school premises

Brookburn Community School does not condone any action whereby pupils, whilst on school premises, are approached by a member of the wider community (this includes other parents, extended family members or family friends of another child or visitor) and spoken to regarding an incident that has occurred between this child and others. We have a duty to safeguard and protect all children and recognise that being approached by an unfamiliar adult would be distressing for a child.

Whilst on the school premises, all children should feel safe. They must trust that the adults employed by the school are here to keep them safe, and that these adults will resolve any conflict or incident that occurs. It Is critical that this trust and sense of safety is maintained for all pupils.

The wider community of the school, which includes all parents, other family members or family friends and visitors to Brookburn, must respect the role of the adults within the school and refer any incidents to a member of staff. They must not speak to any child directly.

Should an incident occur within the premises of either school, before, during or after the school day, where a member of the wider community directly approaches and speaks to a child about an incident, the following will occur:

Step 1

The staff member reporting the incident will make the Headteacher immediately aware. In the absence of the Headteacher, an Assistant Head will be informed.

Information should include, wherever possible:

- Details of the incident for which the child was spoken to
- Confirmation of the pupil involved and the name of the parent or indication of adult and which pupil they are linked to
- A clear record of what staff heard being said (if heard)
- The names of possible witnesses (including other children) who could provide an account

This information / account will be logged by the staff member on CPOMs, in addition to the verbal report to the Headteacher

Step 2

The pupil involved will be spoken to. The discussion will involve 2 aspects:

1. Checking on the welfare / wellbeing of the pupil following the incident
2. Reviewing the initial incident / investigating / actioning any consequences should these be necessary and in line with the school's behaviour approach

With the steps taken, Barlow Hall Primary expect that parents accept that the matter has been resolved. Should any further discussion regarding the matter occur, this MUST be outside of school premises and away from children.

We recognise that, unfortunately, further incidents may occur whereby the same individual fails to act on the warning that has been issued. As such, should it be necessary, the following escalation procedure apply:



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

Schools Hub

- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- Attendance Guidance
- CME Guidance
- Inclusion Strategy
- 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
- MSP - Manchester Safeguarding Partnership
- SOS - Signs of Safety

Appendix G Manchester Front-Door Safeguarding Contact Process - AGS Partner Flowchart, September 2021

