

SAFEGUARDING AND CHILD PROTECTION POLICY

Version 12



Name and Designation of Policy Author(s)	Mrs Jessica Quiligotti, Headteacher		Is this a Statutory Document
			Yes
Approved By (Committee / Group)	Full Governing Body		
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Version History

Date	Ver	Author Name and Designation	Summary of Main Changes
Mar 2014	1	Ms Rachael Fallon, Foundation Governor	New document control system, hence named version 1. Supersedes previous policy and is a significant update.
August 2015	2	Mr Tony Parkinson, LA Governor and Miss Nina Chwastek, Headteacher	This document takes account of the guidance contained within DfE documents 'Keeping Children Safe in Education 2015' and Working Together to Safeguard Children 2015' and the Manchester LA Model Policy
October 2016	3	Miss Nina Chwastek, Headteacher	This document has been amended in light of the new 'Keeping Children Safe in Education 2016'
January 2018	4	Miss Nina Chwastek, Headteacher	Updated to take account of LA Guidance.
November 2018	5	Miss Nina Chwastek, Headteacher, Mrs Anna Richardson, DSL	This document takes account of the guidance contained within DfE documents 'Keeping Children Safe in Education 2018' and Working Together to Safeguard Children 2018' and the Manchester LA Model Policy
November 2019	6	Miss Nina Chwastek, Headteacher	This document takes account of the guidance contained within DfE documents 'Keeping Children Safe in Education 2019'
November 2020	7	Miss Nina Chwastek, Headteacher	This document takes account of the guidance contained within DfE documents 'Keeping Children Safe in Education 2020' and the Manchester Model Policy 2020
February 2021	7(i)	Miss Nina Chwastek, Headteacher	Change of Safeguarding Governor

October 2021	8	Miss Nina Chwastek, Headteacher	This document takes account of the guidance contained within DfE documents 'Keeping Children Safe in Education 2021' and the Manchester Model Policy 2021
March 2022	8 (i)	Miss Jessica Quiligotti, Headteacher	Change of Headteacher and addition of Deputy Designated Safeguarding Leads
September 2022	9	Miss Jessica Quiligotti, Headteacher	This document takes account of the guidance contained within DfE documents 'Keeping Children Safe in Education 2022' and the Manchester Model Policy 2022
January 2023	9(i)	Miss Jessica Quiligotti, Headteacher	Change of safeguarding governor
September 2023	10	Miss Jessica Quiligotti, Headteacher	This document takes account of the guidance contained within DfE documents 'Keeping Children Safe in Education 2023' and the Manchester Model Policy 2023
September 2024	11	Mrs Carole Partington, Interim Headteacher	Interim Headteacher (DSL) and Deputy Head Teacher (DDSL) covering maternity leaves. Taking account of Keeping Children Safe in Education 2024 and the Manchester Model Policy
September 2025	12	Mrs Jessica Quiligotti, Hedateacher	This document takes account of the guidance contained within DfE documents 'Keeping Children Safe in Education 2025' and the Manchester Model Policy 2025

Safeguarding Policy - Key Contacts



This page must be on display in the School Office and School Staff Room

Designated Safeguarding Lead:

Mrs Jessica Quiligotti, Head Teacher Contact number: 0161 445 6359

Deputy Designated Safeguarding Leads:

Miss Ellie Glennon, Deputy Headteacher	Contact number: 0161 445 6359
Mrs Jenny McCormick, Assistant Headteacher	Contact number: 0161 445 6359
Miss Heather Jones, Assistant Headteacher	Contact number: 0161 445 6359
Mrs Joanne O'Toole, Pastoral Lead	Contact number: 0161 445 6359

Governor Safeguarding Lead:

Kate Mackenzie Contact number: 0161 445 6359

Chair of Governors:

Mr John Hanley Contact number: 0161 445 6359
Contact email: j.hanley@st-catherines.manchester.sch.uk

Other key contacts:

- Diocesan of Salford Safeguarding Contact: Jenny Clayton - 0161 817 2206
- South Manchester Early Help Hub: 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
- NSPCC helpline: 0808 800 5000
- Early Help Hubs: South 0161 234 1977

Be alert to the fact that it could happen here!

If you have concerns about a child's welfare or safeguarding take immediate action. Speak to the DSL and then record your concerns on CPOMS.

Don't assume someone else will take action – report your concerns now!

If you believe a child is at risk of immediate harm
please contact the Police by dialling 999.

Procedure if there is an allegation that an adult has harmed a child, and Whistleblowing

If there is an allegation that an adult has harmed a child, or that a child is at risk from a named adult, this must be reported to the Headteacher. This will be recorded and referred to the Manchester Designated Officer (formally LADO) on 0161 234 1214

If you have concerns, including low-level concerns, about a member of staff or volunteer this should be shared with the Headteacher. If your concerns relate to the Headteacher, please report this to the Chair of Governors.

This is in line with the Whistleblowing Policy and if there is an urgent concern about child welfare or safeguarding that cannot be dealt with through our usual systems is please contact the NSPCC Whistleblowing Helpline on 0800 028 0285 or email help@nspcc.org.uk

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

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

CONTENTS:-

- 1. Introduction**
- 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 the headteacher/principal and Governing Body**

APPENDICES:-

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

Policies/Guidance

F. Abbreviations

G. A 'Good' Safeguarding School

H. Levels of Need and Service Available within Manchester

1. INTRODUCTION

1.1 Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena.

This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

1.2 Equality

The Single Equality Act 2010 covers the nine equality strands defined as protected characteristics: age; disability; gender assignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. In St. Catherine's, we will ensure that at every level, in all of our work and throughout all aspects of the school community and its life, all will be treated equally and we will promote and strive for inclusive education.

1.3 Introduction to Policy

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.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting children and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

'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*)

'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)

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

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

- Under the Education Act 2002, schools 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)
- 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)
- Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements
- Our policy complements and supports other relevant school policies.
- 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.

Governing bodies should ensure they facilitate a whole school or college 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.

The appropriate safeguarding of children is a pre-requisite to the effective development and well-being of the children who attend St. Catherine's R.C. Primary School, and should be seen as an underlying principle in all that we do and as an integral part of all activities, functions, culture and ethos of the school. Safeguarding and promoting the welfare of children goes beyond implementing basic child protection procedures. This policy has been developed to ensure that all adults in the school are working together to safeguard and

promote the welfare of all our children. Our school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

1.4 School Ethos

4.1 St. Catherine's Primary School is a Roman Catholic School provided within the R.C. Diocese of Salford: it shares the Ethos and Values of the Roman Catholic community within this context, for the benefit of the children, families, staff and governors. While our aim is to safeguard the best interests of all, it is the best interest of individual children that are paramount.

As Catholic Christians we are concerned that "...they may have life and have it to the full." (John 10:10). We wish to ensure that each child grows to fulfil his or her potential to the fullest as a maturing young person growing, physically, emotionally, intellectually, and spiritually in the context of a happy and nurturing environment within which they feel safe and valued.

The Leadership team, staff and governing body are committed to being at least a 'good' safeguarding school which promotes the wellbeing and welfare of all children, staff and visitor, as embedded in the school vision.

The School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2023' and implements policies and procedures which promote safeguarding and the emotional and physical well-being of children and staff. The school is committed to supporting the delivery of effective early help through multi-agency working, consistent application of the thresholds and the use of a single agency assessment. The Manchester Early Help approach is embedded into every day practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help children respect the rights of others, particularly those groups who may be considered a minority.

St Catherine's RC Primary School will exercise diligence and prevent any organisation or speaker from using the school's facilities to disseminate extremist views or radicalise students or staff.

1.5 Purpose

The policy aims to, in accordance with the Mission Statement and Equality Policy, outline the role that the school has with regards to safeguarding the children within its care and how it should carry out that responsibility. It also describes the type of support the school provides and the management systems and arrangements in place to create and maintain a safe learning environment for all our children and staff. It identifies actions to be taken to redress any concerns about child safety and welfare including protecting children and staff from extremist views, vocal or active, which are opposed to our Christian and British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

The objectives of this policy are:

- To provide guidance on recognising and reporting suspected child abuse
- To provide key contact details
- To provide a systematic means of reporting and recording concerns and interaction with partner agencies
- To describe how the school should support children and their parents and family
- To ensure safe recruitment practices are followed
- To ensure concerns are addressed at the earliest possible stage
- To reduce the potential risks that children may face of being exposed to victimisation, abuse violence and extremism
- To take account of the latest advice and guidance provided to help address vulnerabilities and forms of exploitation e.g. Child Sexual Exploitation, Radicalisation and Extremism, Forced Marriage.
- To ensure all children know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that they will be listened to and that their concerns will be taken seriously and treated with respect.

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 2025, 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 2.79, 2.94-96)
- 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 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 for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has an effective Child Protection Policy
- The school 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
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- Our safeguarding policy and our Staff Code of Conduct are reviewed at least annually 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. These practices are monitored by the Headteacher, Designated Safeguarding Lead and School Business Manager.
- We will ensure that new checks are carried on existing staff, as a matter of good practice, as determined by our Governing Body. 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.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. This includes through safeguarding meetings, termly safeguarding checks with governors and through governor meetings and policy reviews.
- Our governors regularly review the effectiveness of digital safeguarding arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

2.2 Our Headteacher

Our Headteacher will ensure that the policies and procedures adopted by the governing body, 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 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, visitors and contractors understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested.
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.

- Child friendly information of how to raise a concern/make a disclosure has been developed through our child friendly safeguarding statements, displayed around school, as well as through our wider curriculum and assemblies.
- 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. During out of hours and holidays, the DSL/Headteacher email is monitored for any safeguarding updates or concerns.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively.
- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting.
- 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. Checks are completed by Headteacher, DSL and School Business Manager.
- 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 hours and provide out of hours or out of term time cover arrangements as agreed with senior leadership.

The DSL, together with 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 them 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 or college.

This includes:

- o ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- o supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Share information and manage the child protection file

- Files will be kept up to date, confidential and stored securely on CPoms
- Files will only be accessed by those who need to see them and if content needs to be shared, we will follow the appropriate information sharing advice
- Files will be transferred to a new school or college as soon as possible and within the first five days of the start of a new term
- For in-year transfers, files will be shared with new school/college within 5 days
- Confirmation of receipt from the new school/college should be obtained
- Where we receive files for a new starter, key staff will be made aware as required.
- Where appropriate, files may be shared with a new school or college in advance of the child leaving to enable the right safeguarding support to be put in place

Raise awareness

- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and

- help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.
- 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/college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school/college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online

- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school/college may put in place to protect them
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters

Provide support for staff

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understand the views of children

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school/college may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Hold and share information

- understand the importance of information sharing, both within the school/college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

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

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

2.4 All School 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
- 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 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 part of staff induction. This training will be regularly updated.
- 3.2 All staff must ensure that they have read and understood KCSiE: Part One/Annex A and/or Annex B . This is monitored and checked by our DSL through CPoms.
- 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.
- 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.
- 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.

- 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. Child-friendly safeguarding documents/posters are displayed around the school, detailing key contacts and information for children.

4.1.2 We participate in the UNICEF Rights Respecting School programme and are accredited at Gold Level.

4.2 Poor Attendance

We adopt MCC 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. Their attendance will be monitored by us. 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. This forms part of our safeguarding team meetings, which also includes our Pastoral Lead and SENCo.

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

- Is disabled or has certain health conditions and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)

- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the school day

Additionally, these children will also be considered

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

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

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

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

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

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

4.5.6. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after 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 procedures and approach to minimise child-on-child abuse are summarised below:-

- We minimise the risk of child abuse through high-quality effective education, developing strong relationships with children, working closely with families and through facilitating an effective behaviour policy.
- Our PSHE and Rights Respecting curriculum ensures 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
- Allegations of child on child abuse are recorded on CPoms, investigated and dealt by a member of the safeguarding team or a member of the leadership team with the support of the safeguarding team. Any such incidents are monitored regularly during our safeguarding team meetings.

- We recognise the importance of understanding inter-familial harms and we ensure victims, perpetrators and any other children affected by child-on-child abuse will be supported effectively
- We have a number of methods in place to support children in feeling confident and secure in reporting cases of child on child abuse, however, we recognise 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.
- We have a clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.
- We recognise 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
- We recognise the different forms child on child abuse can take
- Our response to reports of sexual violence and sexual harassment is 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 roll 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 We update our awareness training for staff 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. This teaching is built within our PSHE curriculum.

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

Safeguarding records are kept on CPoms, a secure online record-keeping platform designed for safeguarding. Pupil information is kept on SIMS, an education-based data information platform.

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 statutory and LA Guidance (See Appendices A, B & D).

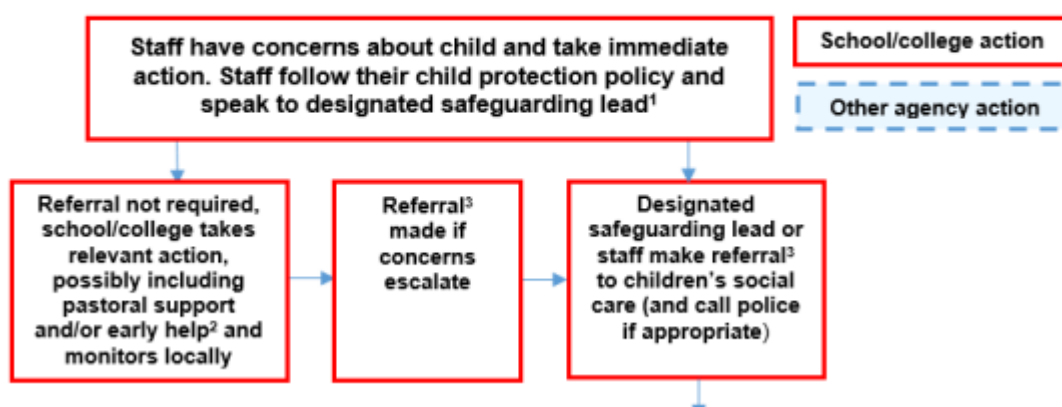
5.2 Recording and Reporting Concerns

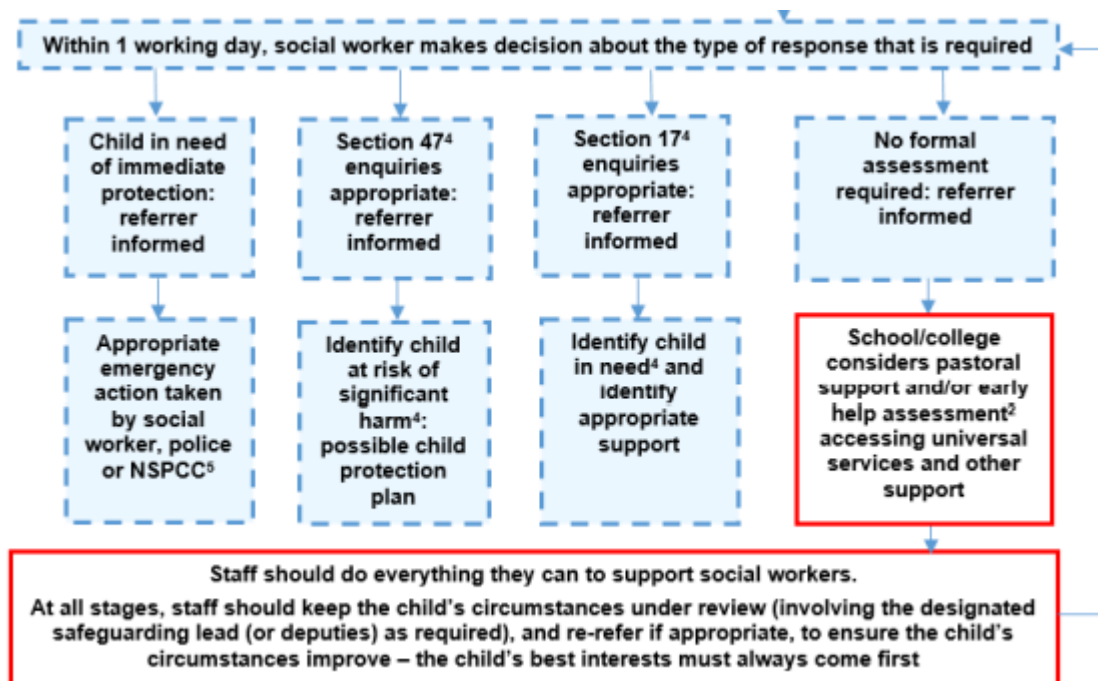
5.2.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix A). If a concern arises all staff, volunteers and visitors must:

- Speak to the DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system, CPoms

Concerns logged on CPoms are reviewed on a daily basis by the DSL, or a deputy DSL, and concerns are monitored each week with our safeguarding team during safeguarding meetings.

Actions where there are concerns about a child





We follow government guidance from Keeping Children Safe in Education and 'What to do if you're worried a child is being abused'.

'What to do if you're worried a child is being abused':

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

5.3 Working with Parents and 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 and 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 and Information Sharing

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

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

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

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

5.5.5 We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing

information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSiE Part 2)

5.6 Child Protection (CP), Child in Need (CiN) and Team Around The Child/Family Meetings and Conferences

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

5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups.

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

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

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

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

5.7 Concerns/disclosures by children, staff and volunteers

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

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

5.7.3 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.

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

5.8 Learning From Serious Cases

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

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

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

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

6. THE CURRICULUM

St. Catherine's is committed to promoting good emotional health and well-being and to support the development of the skills needed to help children keep themselves safe and healthy. This includes face to face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.

6.1 All children have access to an appropriate curriculum, 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.

6.3.1 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.

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

6.4 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. Child-friendly safeguarding posters are displayed around school and learning is also built into our assemblies and PSHE curriculum.

6.5 Children are encouraged to contribute to the development of policies, including through pupil leadership groups and pupil voice.

6.6 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.

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

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

Children have access to a range of extra-curricular activities, information and materials from a variety of sources which not only promotes those values but supports the social, spiritual, moral well-being and physical and mental health of the children.

Safeguarding in the Curriculum: The following areas are among those addressed in Personal, Social and Health Education (PSHE) and in the wider curriculum:

- Children's Rights
- Bullying/Cyberbullying/Prejudice-based bullying
- Drugs, alcohol and substance abuse
- E Safety / Internet safety
- Stranger danger
- Fire and water safety
- Road safety

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/college approach empowers us to protect and educate pupils/students and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.

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

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

7.4 Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in its related policy but in summary, children are not permitted to bring mobile phones or smart technology into school, unless they have permission to walk to and from school. In this instance, mobile phones are handed to class teachers and locked away for the duration of the school day.

7.5.1 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.

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

7.6 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.

7.7 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. We will keep abreast of new developments that may potentially harm our children.

7.8 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. Use of technology is also covered within our Staff Code of Conduct.

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

7.10 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. Our website contains a range of helpful information to support parents and carers with this too and parents are provided with additional support such as safeguarding newsletters and signposting for workshops.

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

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 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)

8.2 Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school/college. These measures are outlined below and expanded in our Safer Recruitment Policy.

- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.
- Our job adverts will include safeguarding requirements and the schools /colleges commitment to safeguarding and promoting the welfare of children
- Our job adverts will make clear that safeguarding checks will be undertaken, including online checks 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/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 in the process in a meaningful way

- All information in the decision-making process is recorded along with the decisions made
- Correct pre-employment checks are carried out and appropriately stored on the single central record
- We understand and complete appropriate processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate
- We understand the check which need to be made for individuals who have lived or worked outside the UK
- We adhere to duties which must be performed in relation to agency and third party staff, contractors, trainees or student teachers, visitors and volunteers
- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos

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

- 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)

Safeguarding procedures and contacts are obtained and checked before any out of hours activities are permitted on our school site.

8.4 The school maintains a single central record of all recruitment checks updated and monitored at least termly, by senior leadership and our safeguarding governor, including through Termly Safeguarding Governor Checks.

8.5 The Governing Body will determine the frequency and need for renewal of DBS for existing staff.

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 keep copies of DBS certificates, either electronically or in paper files

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 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 conclusions.

9.7 Concerns that do not meet the harm threshold may include

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

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

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

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

9.11 Our 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.

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 education value, age appropriateness and content of the visitors itinerary.

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

10.5 We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contracts between school/college 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 which request to hire our facilities.

10.7 When the school is let, if services or activities are provided by the governing body or proprietor, under the direct supervision or management of school 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, 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. This is overseen by the School Business Manager, in liaison with the Headteacher and governors.

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/college 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. We ensure that organisations and speakers are checked before being booked and that their age-appropriateness and education value are assessed before booking too.

10.12 We have work experience 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. Our Assistant Headteacher is the key link for work experience students and provides an initial induction, including safeguarding procedures, and then students are linked with a key member of staff to help and support them, who has an enhanced 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 or 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 e.g. 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 seek help, support or recommendations from statutory partners with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term

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.

Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

'What to do if you're worried a child is being abused':

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Working Together to Safeguard Children:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

A. Legislation, Statutory Guidance & Ofsted Framework

- **Definitions of Abuse & Neglect from 'Working Together to Safeguard Children'**

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 2023

- 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
- Filtering and Monitoring standards <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

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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. 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
- SYV Protocol

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 Policies and Procedures

- Health and Safety
- Physical Interventions/Restraint
- Relationships Education, Relationships and Sex Education and Personal Social and Health Education
- Equality
- Online Safety
- Behaviour Management including fixed and short-term exclusions
- Trips and Visits
- Special Educational Needs
- Toileting and Intimate Care
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers
- Child on Child Abuse
- Code of Conduct (for staff)

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

G. A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its children, staff and visitors and the following is embedded into its vision, culture and practices:

Ethos and environment

- The school is a place where 'Every Child Matters'.
- The environment is welcoming and pleasant and children, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and children have high expectations of themselves and others and understand that long-term goals are worth working for.
- Children feel valued and are open and confident in their relationships with staff and one another.
- Children's work is displayed and changed regularly.

Practices and procedures

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The Multi Agency Levels of Need and Response Framework is embedded.
- Effective School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the Disability Discrimination Act and has made appropriate adjustments for staff and children.

- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

Pupil tracking

- The progress and attendance of children in alternative provision is carefully tracked and monitored as for other children.
- Tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for children takes place at all stages.

Staff training

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

Pupil engagement

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Children are given responsibility in supporting other children and are involved in routine organisational tasks and activities.
- Children are encouraged to participate in a variety of clubs and activities.

The curriculum

- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of children's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying including, racist, homophobic and cyber-bullying. This includes tackling issues leading to grooming and child sexual exploitation and radicalisation
- There are formal and informal opportunities to praise reward and celebrate children behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

Working with parents/carers and outside agencies

- There is effective communication between the school staff, outside agencies and parents/carers.

- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude children but tries to find alternative ways of supporting them.
- The school does not see children at risk of gang involvement, sexual exploitation, radicalisation or criminal activity as crime and disorder issues but as a 'children in need issue' and works closely with other partner agencies to safeguard them.

Indicators of vulnerability to radicalisation

- The child is distanced from their cultural/religious heritage and experience.
- The child demonstrates discomfort about their place in society.
- The child may be experiencing family tensions at home.
- Low self-esteem and sense of isolation.
- The child has distanced self from existing friendship groups and become involved with a different group of friends.
- The child may be searching for questions about their identity, faith and belonging.
- The child may have perceptions of injustice and rejects civic life.
- The child is accessing extremist websites and is in contact with extremist recruiters.
- The child justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- The child uses extremist narratives and global ideology to explain personal disadvantage.

H. Levels of Need and Service Available within Manchester

