

St Agnes CE Primary School

Child Protection and Safeguarding Policy and Procedures

Approved by:	The Governing Body	Date: September 2025
Last reviewed on:	September 2024	
Next review due by:	September 2026	

School: St Agnes CE Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is Shoab Uddin. In their absence, the authorised member of staff is the Deputy Head, Chris O'Keefe.		
KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Number
Designated Safeguarding Lead (DSL)	Chris O'Keefe Deputy Headteacher	0161 224 6829
Designated Safeguarding Co-lead (DSL)	Shoab Uddin Headteacher	0161 224 6829
Designated Safeguarding Deputy (DSL)	Colleen Oven Attendance Lead/Parent Link/EH Coordinator	07598514315
Designated Safeguarding Officer	Aishah Chowdhury - Mat cover until Rachael McCutcheon Assistant Head/SENCO (mat leave until 25)	07955736372

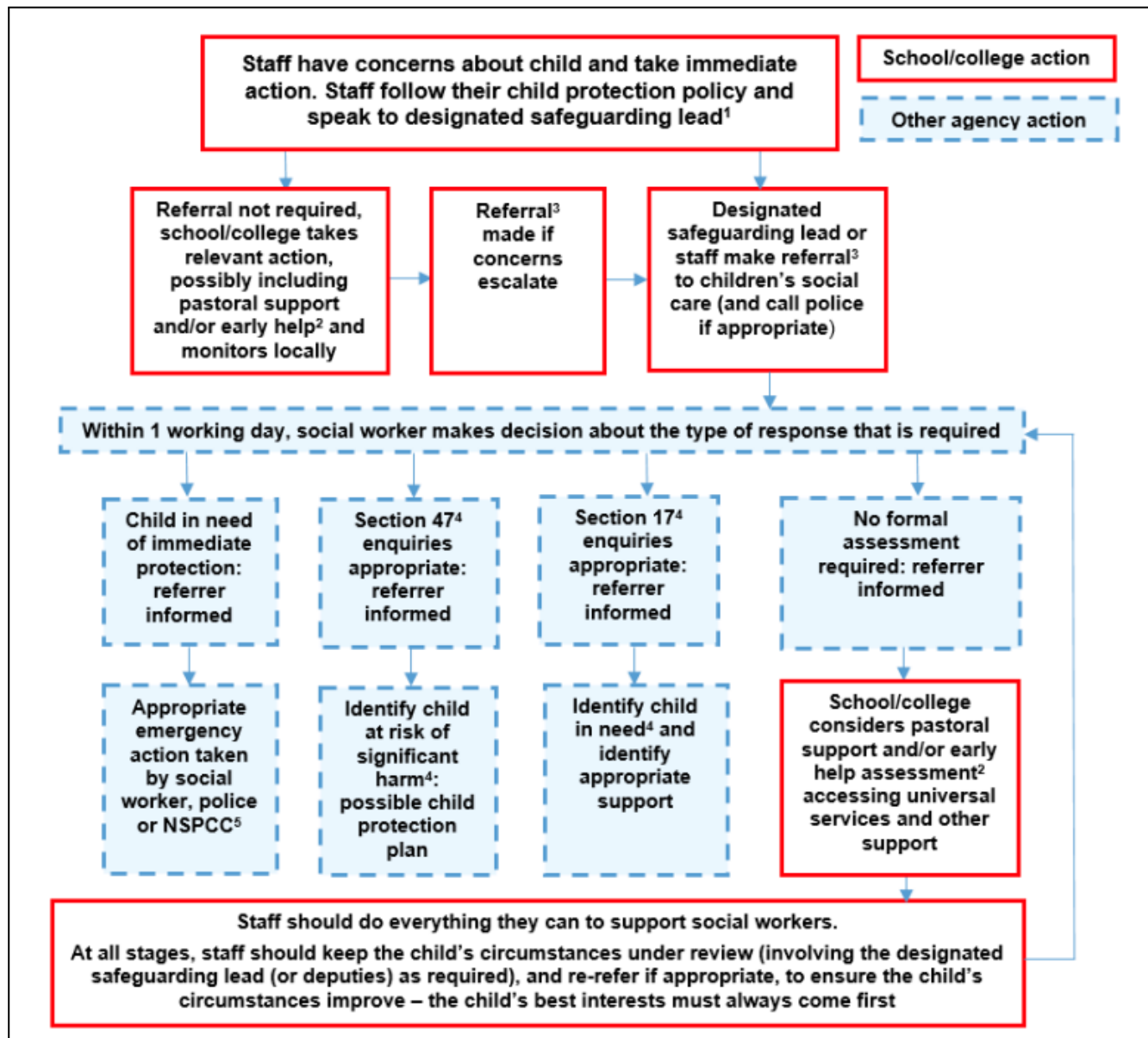
Safeguarding & Prevent Additional Roles	Name	Phone number	Email
Designated Safeguarding Governor	Lesley Gutteridge	0161 224 6829	l.gutteridge@st-agnes.manchester.sch.uk
Local Authority Designated Officer (LADO)	Majella O'Hagan	0161 203 3232	majella.o'hagan@manchester.gov.uk
Multi-Agency Safeguarding Hub (MASH)	Manchester City Council	0161 234 5001 8.30-4.30pm 0161 794 8888 Em. Duty Team	mcsreply@manchester.gov.uk

Summary of Safeguarding Procedures

Our procedures for when there is a concern about child welfare and safeguarding are shown in the flowchart below. Useful numbers where advice, recording and process for referral, including advice line numbers can be also be found at:-

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

Actions where there are concerns about a child



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

Any disclosure or expression of disquiet made by a child or adult will be listened to seriously and acted upon as quickly as possible to safeguard the children's welfare. In the case of an allegation made about an adult please inform the **Headteacher (Mr Shoab Uddin) immediately unless it is concerning the Headteacher in which case it should be reported to the chair of governors.** The LADO procedures should be used when an allegation is made that an adult has:

- 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; or
- Behaved towards child or children in a way that they may pose a risk of harm to the children.

Manchester LADO: 0161 234 1214

Our procedure for whistleblowing if there is an urgent concern about child welfare or safeguarding that cannot be dealt with through our usual systems. St Agnes' whistleblowing procedures protect staff members who report colleagues they believe are doing something wrong or illegal, or who are neglecting their duties.

- If you are concerned about an adult's behaviour or believe they have neglected their duties you can refer to our Whistleblowing Policy on the shared drive under Policies or find one located on the staffroom wall.
- Alternatively you can call the **NSPCC Whistleblowing Helpline: 0800 028 0285** or email **help@nspcc.org.uk** for advice and guidance (**KCSIE Part 1.73-74**)

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.

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

Review Date	Changes made	By whom
09/2024	Policy created	MCC
11/09/2024	Policy reviewed	S Uddin/C O'Keefe
10/09/2025	Policy reviewed	S Uddin/C O'Keefe

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2022-23	September 2022	Helen Thompson
2023-24	September 2023	Cath Collinson (Acting Chair)
2024-25	September 2024	Cath Collinson
2025- 26	September 2025	

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***You have the right to be protected from being hurt
or badly treated.***

Article 19 (UNCRC)

1. INTRODUCTION

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

This policy has been developed to ensure that all adults in our school, including regular staff, supply staff, volunteers and visitors, 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.

ETHOS

St Agnes CE Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.

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

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

Our approach is child-centred.

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

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 Policy and it is an integral part of all of our activities and functions.

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

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

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

(KCSiE 1.3)

At St Agnes, our mission statement ‘Love to Learn, Learn to Do Well, Living Well Together’ is at the center of our school ethos. We know our children will only thrive if they feel safe at home, at school and in the community.

- 1.1 Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in ‘Working Together to Safeguard Children’ December 2023 and ‘KCSiE 2025’. Our policy ensures that we comply with our Statutory Duties (Appendices A & B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children’s Services and Community Safety (MCC)
- 1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix E)
- 1.4 Our policy complements and supports other relevant school policies (Appendix D).
- 1.5 Our policy is regularly reviewed and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

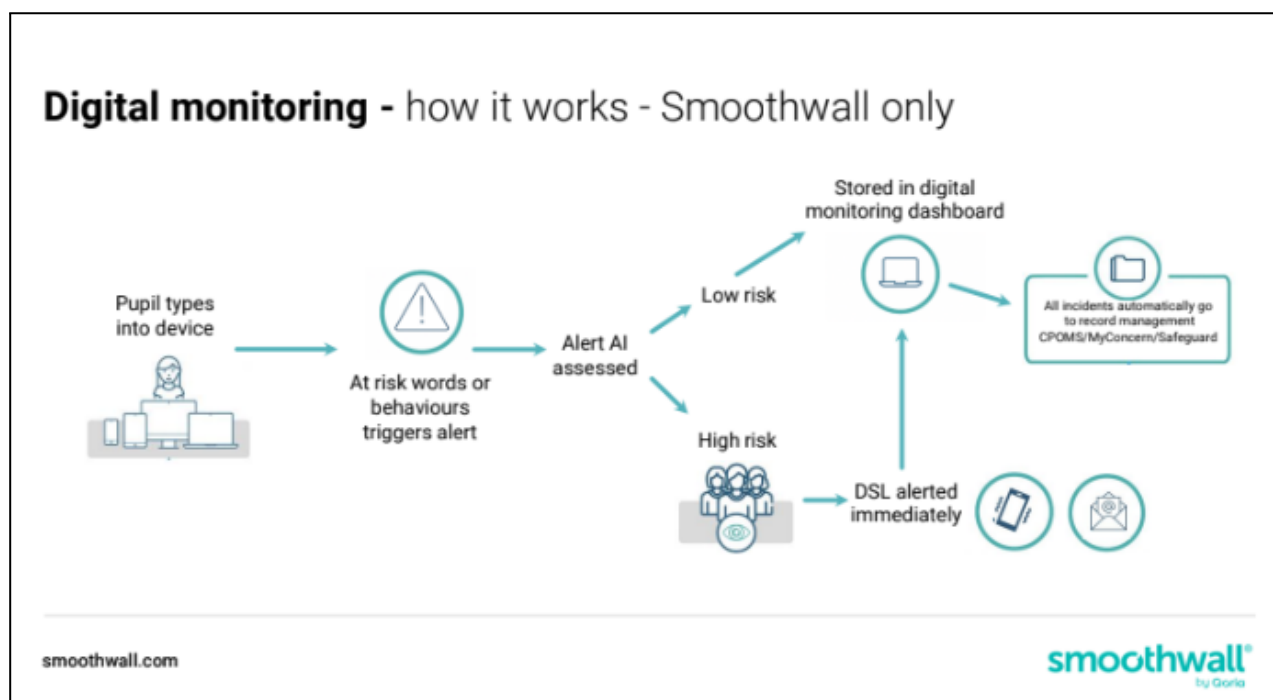
2.1 OUR GOVERNING BODY

Our Governing Body has a strategic leadership responsibility for our school’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 the school 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)
- Lesley Gutteridge is the named member who is identified as the designated governor for Safeguarding
- Governors facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.
- Where there is a safeguarding concern, they and school/college leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback. Using our daily check-in systems on the classroom doors, our children can share how they are feeling, enabling the class teacher to see who is needing to 'talk' and ensuring they see the staff who can offer support appropriately and swiftly.
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has a Behaviour Policy that 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. Safeguarding Governor, Lesley Gutteridge, meets regularly with the DSL once a term and reports to the rest of the GB.
- The link governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Half-termly meetings are held with the DSL to provide updates and review numbers of children and families who are receiving agency support at whatever level. Current issues at the school are then shared sensitively at Full Governing Body Meetings by the DSL with the support of the Safeguarding Governor.
- Our Safeguarding and Child Protection 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. These are then shared on the teacher drive and via email to ensure best practice.
- The governing board ensures the school has appropriate filtering and monitoring systems in place on school devices and school networks, and will regularly review their effectiveness. The board will review the DfE filtering and monitoring standards, and discuss with IT staff and service providers what needs to be done to support the school in meeting those standards, which include:
 - Identifying and assigning roles and responsibilities to manage filtering and monitoring systems;
 - Reviewing filtering and monitoring provisions at least annually
- See below for our filtering and monitoring system, Smoothwall, and how it works:



- We operate safe recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers including overseas checks where relevant. Our Business Manager and Head or Deputy monitor inventory and single central records frequently and all relevant checks are recorded and stored in our single central record files. All information is then collated in a staff spreadsheet to ensure all staff have the appropriate checks and references on file. These files are continually monitored across the school. This includes the details of supply staff.
- 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 and volunteers and these are in line with KCSIE 2023 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 receive appropriate training and information about the safeguarding processes. The DSL (DHT) carries out all new staff/volunteer inductions, which includes all information and requirements with regards to the schools expectations with regards to Safeguarding. Online courses will be offered if staff join after whole school training has taken place and staff can access any training materials as a point of reference on our staff shared server.

- Staff and volunteers are under constant review by the Assistant Head Teachers and the teams that they join; any concerns brought to the DSL and Head, should they arise.
- 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. Any training is saved onto our drive or e-learning packages and the impact is seen in the detailed recording and incidents reported on CPOMS.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. Staff are challenged/supported when they do not follow procedures and asked to review policies and supported by the DSL who shares updates with staff.
- Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents

2.2 OUR HEADTEACHER

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

Our Headteacher is fully aware of our role in multi-agency safeguarding arrangements, of the new 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 co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans'. (KCSiE 2.112)

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

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, volunteers, visitors and contractors and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested (bi-annually).
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- A senior member of staff, Chris O'Keefe (Deputy Head), is our appointed DSL and has a clear job description. He has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support as well as sufficient time and resources to enable him to discharge his responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information on how to raise a concern/make a disclosure has been developed through work with our Student Council and Peace Mala Ambassadors and this is accessible to all children on their classroom walls.
- 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 is done so following the flowchart of procedures
- During out of hours and school holidays the families can email concerns into school or contact one of the Safeguarding Team via our Class Dojo messaging service. The most vulnerable children in school have regular contact with the Safeguarding Team and are supported as needs rise by a variety of agencies.
- 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. Staff are directed to familiarise themselves with our safeguarding flow chart (as a part of our induction and annual return to school training), which is also displayed around the building and know that they are responsible for recording all concerns for children's welfare or wellbeing on CPOMS as soon as possible when issues arise. If this is considered urgent, they are asked to inform the DSL first and record the disclosure as soon as possible after.
- Any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding

policies in place, including safer recruitment and annual safeguarding training appropriate to roles 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. All visitors into school must be checked by the DSL and have been agreed to be suitable before coming into the school building and meeting the children.
- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

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

The DSL will always be available during school/college hours and provide out of hours or out of term time cover arrangements as agreed with senior leadership. A member of the safeguarding team will be allocated which days or weeks they will cover during holiday periods.

The DSL, together with the team, will:

- Manage referrals
 - o 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
 - o to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- Work with others
 - act as a source of support, advice and expertise for all staff
 - act as a point of contact with the safeguarding partners
 - liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member (delete if not applicable and relate to Section 9, Managing allegations and concerns)
- 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 (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 provided through an external professional provider - KD Safeguarding Ltd.
- 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

The DS team consists of staff trained to DSL level alongside other specific roles including Attendance officer (CO); Early Help (CO), SENCO (RMc) and Designated Person for Looked After Children (RMc/SU).

The team works closely with the in house Mental Health and Wellbeing team.

2.4 ALL STAFF

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

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSiE 2054 as directed by senior leaders and appropriate to individual roles.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help, Signs of Safety and Safe & Together, the ACT model, and ensuring that the voices of children are listened to and taken account of.
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Physical Restraint Policy
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue
- Be 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.
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Be aware of the local early help processes and understand their role in it
- 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 report any cases of known or suspected Female Genital Mutilation.

2.5 Training and Awareness Raising

In accordance with KCSIE 2025, all new staff and regular volunteers will receive appropriate safeguarding information during induction and be made aware of the systems within the school which support safeguarding e.g., the Behaviour Policy and Staff Code of Conduct.

All staff must ensure that they have read and understood Keeping Children Safe in Education 2025: Part One/ Annex A and/ or Annex B.

2.51 All staff will receive regular child protection training at least every 2 years 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. We review training needs via our CPOMS incident records. Training needs are then developed in response to this. Impact of training is evident in staff awareness and logs made on records of incidents. Shared concerns and a focused mindset on issues that are faced by our community and families is then achieved.

2.52 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)

2.53 All staff members will receive regular safeguarding and child protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively. Weekly meetings, staff bulletins, curriculum improvement and phase meetings ensure that information is disseminated effectively. This includes information or training on common issues seen across the school, which appears relevant, when monitoring & recording, is reviewed by the DSL Team.

2.54 All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years or Safer Recruitment Refresher training, if the former has already been undertaken.

3. Other checks that may be necessary for staff, volunteers and others, including the responsibilities on schools and colleges for children in other settings

3.1 Agency and third party supply staff

We will undertake written notification from any agency, or third party organisation, that they have carried out the same checks as the school or college would otherwise perform on any individual who will be working at the school or college. In respect of the enhanced DBS check, we will ensure

that written notification confirms the certificate has been obtained by either the employment business or another such business.

If an agency or organisation has obtained an enhanced DBS certificate before the person is due to begin work at our school, which has disclosed any matter or information, or any information was provided to the employment business, we will obtain a copy of the certificate from the agency.

Where the position requires a children's barred list check, this will be obtained by the agency or third party by obtaining an enhanced DBS certificate with children's barred list information prior to appointing the individual.

We will check that the person presenting themselves for work at school is the same person on whom the checks have been made.

3.2 Contractors (including those in lettings arrangements where there is contact with children)

Where we use contractors to provide services, we will set out our safeguarding requirements in the contract between the school and the organisation.

We will ensure any contractor, or employee of the contractor, working at the school or college, has been subject to the appropriate level of DBS check. Those contractors engaged in regulated activity with children will require an enhanced DBS check, including children's barred list information. Those not engaged in regular activity relating to children, but whose work provides them with an opportunity for regular contact with children, will require an enhanced DBS check not including children's barred list information. In cases where the contractor does not have opportunity for regular contact with children, we will decide whether a basic DBS will be appropriate.

We will not allow a contractor, on whom no checks have been made, to work unsupervised or engage in regulated activity. We will determine the appropriate level of supervision required, depending on circumstances.

If a contractor is self-employed, we will consider obtaining the DBS check.

We will always check the identity of a contractor on arrival at school/college.

3.3 Trainee/student teachers

Where applicants for initial teacher training are salaried by school/college, we will ensure all necessary checks are carried out and obtain an enhanced DBS check with children's barred list information.

Where trainee teachers are fee funded, the training provider will carry out the necessary checks and we will obtain written confirmation from the provider that it has carried out all pre-appointment checks that the school/college would otherwise be required to perform, and that the trainee has

been judged by the provider to be suitable to work with children. We may choose to record this information on the single central record under non-statutory information.

3.4 Visitors

Visitors provided by a third party will need to comply with agency and third-party requirements.

We will not ask for DBS checks or barred list checks for visitors such as children's relatives or those, for example, visiting a sport's day. However, our headteacher/principal will decide on the level of escort or supervision required by such.

Visitors in a professional capacity such as social workers and educational psychologists will have their identity checked and give assurances that they have the appropriate DBS check or their employers will give this reassurance. We will not ask to see certificates in these circumstances.

External organisations will be given careful consideration as to the suitability of their presentation and resources for our children and we will assess as appropriate the educational value and age appropriateness of their content and decide if relevant checks will be required.

3.5 Volunteers

We will not allow a volunteer, on whom no checks have been made, to be left unsupervised or allowed to work in regulated activity.

We will undertake a written assessment and use our professional judgement and experience to decide what checks, if any, are required for the volunteer to carry out their specific tasks. These will include

- i) The nature of the work with children, especially if it will constitute regulated activity, including the level of supervision required
- ii) What we know about the volunteer, including formal and informal information from staff, parents and other volunteers
- iii) Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability
- iv) Whether the role is eligible for a DBS check, and if it is, the level of the check, for volunteer roles that are not in regulated activity
- v) The details of the risk assessment will be recorded.

We will obtain an enhanced DBS check, including children's barred list information, for all volunteers who are new to working in regulated activity with children i.e., where they are unsupervised and teach or look after children regularly or provide personal care on a one-off basis in schools and

colleges. We are not permitted to request barred list information on a supervised volunteer, as they are not considered to be engaging in regulated activity.

To determine the level of supervision required, we will have regard for the statutory guidance in Annex E in KCSiE 2025

Volunteers do not have to be re-checked if they have already had a DBS check. However, we will consider obtaining a new check at the appropriate level if we have any concerns about the person.

3.6 Maintained school governors

Our governors are required to have an enhanced DBS check and the governing body will apply for this.

Governance is not a regulated activity relating to children so governors do not need a children's barred list check unless they also engage in regulated activity in addition to governance duties.

We will also carry out a s128 check for governors because a person prevented from participating in the management of an independent school by a s128 direction is also disqualified from being a governor of a maintained school. We can store this check in our single central record as non-statutory information.

Associate members, appointed to serve on one or more governing body committees, are not required to undergo DBS checks, unless they also engage in regulated activity at the school.

3.7 Alternative Provision

3.7.1. If we place a pupil with an alternative provision provider, we remain responsible for the safeguarding of that pupil and will ensure the provider meets the needs of the pupil, including obtaining written information that appropriate safeguarding checks have been carried out on individuals working at the establishment. School will obtain written information from the AP about any changes that might put the child at risk, for example staff changes, so the school can make sure appropriate safeguarding checks have been carried out.

3.7.2. 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.

3.7.3. Children who require access to AP will have a personalised learning plan designed to meet their needs. 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.

3.7.4 As per Paragraphs 169 and 170, school should always know where a child is based during school hours. This includes maintaining records of the address of the AP and any sub-contracted provision or satellite sites the child might attend

- School should regularly review AP placements, at least half-termly, in order to provide assurance that:
 - The child is regularly attending
 - The placement continues to be safe and meets the child's needs
- Where safeguarding concerns arise, the placement should be immediately reviewed and terminated if necessary, unless or until those concerns have been satisfactorily addressed

3.8 Adults who supervise children on work experience

Where we organise work experience placements for our children, we will ensure the placement provider has policies and procedures in place to protect our children from harm.

Children's barred list checks via the DBS may be required on some people who supervise a child under 16 on a work placement experience and we will give specific consideration to nature of supervision and the frequency of the activity being supervised to determine what, if any, checks are necessary.

If the pupil's supervisor is engaging in regulated activity by virtue of performing that role, we will seek assurance that this person is not a barred person.

We are not able to request an enhanced DBS with children's barred list information for staff supervising children aged 16-17 on work experience.

If our pupils are engaged in work experience in a school or college with the opportunity for contact with other children, this may be considered as regulated activity and we will consider if an enhanced DBS check should be requested if they are 16 or over.

We are not able to request DBS checks for children under 16.

3.9 Children staying with host families/private fostering

Depending on circumstances, such as foreign exchange visits or a sports tour, some children may be provided with care from a host family in the UK. If this amounts to 'private fostering', when a child under 16, or 18 if the child has a disability, is provided with care and accommodation by a person who is not a parent, person with parental responsibility or relative in their own home which last for more than 28 days, we will notify the local authority to check the arrangement is suitable and safe (if we are not involved in the arrangements).

3.10 Individuals who have lived or worked outside the UK

We will carry out the same checks on individuals who have lived or worked outside the UK as those for all other school/college staff. This includes obtaining an enhanced DBS certificate, including

children's barred list information for those in regulated activity, even if the individual has never been to the UK. Further checks we consider appropriate will also be made to explore any relevant events that have taken place outside the UK. These checks could include

i) Criminal records checks for overseas applicants

ii) Obtaining a letter from the professional regulating authority in the country (or countries) the applicant has worked confirming no sanctions or restrictions have been imposed or that they are aware of any reason why the applicant may be unsuitable to teach.

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

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

4.1.2 Children are encouraged to contribute to the development of policies and share their views. Our Student Council and Peace Mala Children have developed accessible and child-friendly documents such as our Child Friendly Safeguarding Policy. Using language they feel suitable for children of all ages across the school. The children's voices are heard through a variety of resources and exercises such as Three Houses, Cup of Feelings and Hand of Trust or specialised therapies, such as Drawing and Talking and Lego Therapy.

We are still responding to the trauma suffered by the pandemic, ensuring all children have the chance to share how they are feeling on our emotion monitoring walls throughout the day. These vary across the school in style but the ethos of all is the same, that it is important to share how we are feeling and that **it is ok, to not feel ok.**

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 reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people. Our Attendance Lead is Colleen Oven.
- 4.2.4 We will follow the **Emotional Barriers to School Attendance guidance (MCC, updated version 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.)
- 4.2.6 School **must** work with local authority (LA) children's services where absence indicates a safeguarding concern (see paragraph 177). This is part of [statutory guidance](#).

4.3 EXCLUSIONS

- 4.4.1. We comply with statutory regulations and with the LA Inclusion Policy and procedures (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. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.
- 4.4.4. 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 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. We achieve this through:
- Regular meetings with the Inclusion Lead (who is a part of the DP Team)
 - Weekly meetings with the DP Team

- Daily review of CPOMS logs
- Additional contact or support for families in need
- application of school early help offer

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

- Is disabled or has certain health conditions and has specific needs
 - Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - Has a mental health need
 - Is a young carer
 - Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines
 - Is frequently missing/goes missing from care or from home
 - Is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - Is at risk of being radicalised or exploited
 - Has a family member in prison, or is affected by parental offending
 - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Is misusing drugs or alcohol themselves
 - Has returned home to their family from care
 - Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
 - Is a privately fostered child
 - Is persistently absent from education, including persistent absences for part of the school day
- Additionally, these children will also be considered
- International new arrival, refugee or asylum seeker
 - Looked after, previously looked after or under a special guardianship order.
 - Has or has had a social worker
 - LGBT children (KCSiE, Part 2:203-205)
 - Has the potential for adultification

Additionally, these children will also be considered

- International new arrival, refugee or asylum seeker
- Looked after, previously looked after or under a special guardianship order.
- Has or has had a social worker
- LGBT children (KCSiE, Part 2:203-205)

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 behavior, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in managing or reporting these challenges (KCSiE, Part 2:199)

4.5.4 Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems (KCSiE, Part 2:180-186).

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

4.5.7 We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and the Virtual School (KCSiE, 187-196).

4.5.8 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 SEXUAL VIOLENCE AND SEXUAL HARASSMENT (ABUSE) (KCSiE 5.especially added points 446-492)

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

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

- The procedures to minimise the risk of child on child abuse
- The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously
- How allegations of child on child abuse will be recorded, investigated and dealt with
- Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported

- Recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and simply not be reported
- Our clear zero-tolerance approach to abuse, never passing it off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’.
- Recognition that it is more likely girls will be victims and boys’ perpetrators, but that all child on child abuse is unacceptable and will be taken seriously
- Recognition of the different forms child on child abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2025

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. Our PSHE curriculum, work with local Police and pastoral support supports our children’s understanding of risks in the community.
- 4.8.3 Our response to children carrying knives or other weapons in school and in situations out of school is aligned to the Manchester Knife and Weapon Carrying in Schools and Colleges

Guidance (Knife Crime Protocol) in which we take a holistic and measured approach on a case by case basis to such incidents in and out of school. (See Appendix C)

5 CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

5.1 KEEPING RECORDS AT ST AGNES

We use CPOMS at St Agnes. This software allows all staff to record information online and ensure the relevant people are alerted immediately. Senior leaders will be able to build a chronology around a child and give the ability to produce reports on vulnerable pupil groups for Case Conference Meetings, Governors and Ofsted. The major benefit of CPOMS however is how it brings together all safeguarding and pastoral care concerns to one place, alongside the necessary tools to analyse each child's situation simply and thoroughly.

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 we are informed of the new school. We keep a copy of the file in accordance with our Records Policy and statutory and LA Guidance.

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. If a concern arises all staff, volunteers and visitors must:

- Speak to the DSL or the person who acts in their absence (deputy DSLs)
- 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
- Please refer to flowchart (p.3) of this policy

5.3 WORKING WITH PARENTS/CARERS

- 5.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.
- 5.3.2 In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.
- 5.3.3 We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.
- 5.3.4 We will inform, and gain consent from parents/carers if possible, if a referral is to be made to Children's Social Care or any other agency **unless it is believed that by doing so would put the child at risk** e.g. in cases of suspected sexual abuse. We will record the reasons if consent is not gained.
- 5.3.5 In such cases the DSL or Headteacher will seek advice from Children's Social Care AGS.

5.4 MULTI-AGENCY WORKING

- 5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 5.4.2 We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.
- 5.4.3 We will notify the named Social Worker if:
- A child subject to a child protection plan is at risk of permanent exclusion
 - There is an unexplained absence of a child who is subject to a child protection plan
 - It has been agreed as part of any child protection plan or core group plan.
 - We receive an Operation Encompass notification and believe the social worker may not be aware of the circumstances
- 5.4.4. We will regularly review and concerns if necessary, as detailed in KCSIE and will follow LA and MSP procedures if there is a need to re-refer or to escalate.

5.5 CONFIDENTIALITY & INFORMATION SHARING

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

- 5.5.2 Information about children will only be shared with other members of staff on a need-to-know basis
- 5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine.
- 5.5.4 We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.
- 5.5.5 We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSiE Part 2:115-123).

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

- 5.6.1 A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.
- 5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. The DSL will attend any ICPC and RCPC meetings held in the school holidays, wherever possible, having the time owed back when school reopens.
- 5.6.3 Meetings will be attended by the Designated Person in school for the child/family at conference both in school hours and out of school hours. In the case of out of school hours. One of the Designated Safeguarding Leads will attend these meetings or the Headteacher in his absence.
- 5.6.4 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.
- 5.6.5 Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.

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

5.6.7 All relevant staff will be confident in using the tools which are part of the Signs of Safety approach, including refreshed and updated versions.

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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

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

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

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

5.8 LEARNING FROM SERIOUS CASES

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

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

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

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

6. THE CURRICULUM

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

- 6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities during our Rights and Respecting Work/Peace Mala Work and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- 6.2. This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenges and to make informed choices in later life. We use the Manchester Skills for Life to support their understanding of the importance of a specific set of skills for life.
- 6.3 Personal Social and Health Education (PSHE), Relationship and Sex Education (RSE), Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues. We fully implement the PSHE/RSE curriculum from September.
- 6.4 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.
- 6.5 All children know that there are adults in our school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Posters of these staff are visible around the school and staff report children who they are concerned about through CPOMS and the DSL team respond in a timely manner to the teachers concern.
- 6.6 Children are encouraged to contribute to the development of policies. This is through pupil surveys, Student Council and Peace Mala Ambassador meetings. The children in these groups will collate the voices of the children across the school.
- 6.7 Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2,129).
- 6.8 We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life.

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

7. DIGITAL SAFETY (KCSiE, Part 2, 135-148)

- 7.1 Online safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school approach empowers us to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The purpose of Internet use in our school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- 7.2 The checklist to ensure compliance with Filtering and Monitoring standards is included as Appendix B. The content risks related to online safety now include:
- Misinformation
 - Disinformation (including fake news)
 - Conspiracy theories

This is laid out in paragraph 135 of KCSiE 2025

- 7.3 We consider the 4C areas of risk to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.
- 7.4 The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.5 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. Filtering and monitoring is carried out through One Education and contracted ICT service provider (MGL).
- 7.6 We ensure our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility
- 7.7 We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness.

7.8 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.

7.9 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. We use a variety of technological equipment in class, such as iPad, laptops and cameras. We also have access to desktop computers in our ICT Suite. All staff are expected to adhere to the Acceptable User policy and make themselves familiar with the staff Code of Conduct with regards to IT safety and use.

We will ensure that children do not misuse their devices whilst in school by going online together, having appropriate filtering methods and:

- Establishing clear boundaries when using IT
- Supervising the children's use in the classrooms
- Considering the quality and quantity of online activities
- Constantly reference online safety and start conversation as early as
- Choosing age appropriate apps and games
- Know where to report any concerning behaviours online.

7.10 We will complete online safety audits as appropriate to our needs and know where to access recommended models. We use [360Safe](#) online reviews.

7.11 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. We have been supporting parents' understanding with workshops for parents and up to date information on the website which shares the best possible advice for safer internet use in the homes. We are continually developing this in light of the pandemic and the impact of home learning increasing usage by the children at home.

7.12 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. By using our Dojo communication tools (emails), which have individual logins for each family/separate passwords and use of the school website which has year groups specific passwords.

7.13 As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSiE Part 2, 135-148)

7.14 Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

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

8.2 Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school. These measures are outlined below and expanded in our 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, including social media platforms for shortlisted candidates
- At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years
- We understand the process around filtering offences
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity
- We do not accept CVs in place of an application form
- Shortlisted applicants will be asked to complete a self -declaration of their criminal record or information that would make them unsuitable to work with children
- Applicants must sign a declaration confirming information given is true
- References are obtained by the school before interview and open references are not acceptable
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
- We will investigate at interview if any concerns have come to light about the candidate through DBS or online checks
- We involve pupils/students in the process in a meaningful way
- All information in the decision-making process is recorded along with the decisions made
- Correct pre-employment checks are carried out and appropriately stored on the single central record
- We understand and complete appropriate processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate
- We understand the check which need to be made for individuals who have lived or worked outside the UK
- We adhere to duties which must be performed in relation to agency and third party staff, contractors, trainees or student teachers, visitors and volunteers
- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos

- 8.3 All relevant staff (involved in early years settings) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. This is shared and delivered in a staff meeting and then completed by staff being shared with the SBM and stored in our Single Central Records.
- 8.4 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, 377)
 - All out of hours activities are overseen by a member of staff known to the pupils and any concerns will be acted upon following our procedures.
- 8.5 The school maintains a single central record of all recruitment checks, updated and monitored at least termly, by senior leadership and governor.
- 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 Risk assessments are carried out on all volunteer activities as required.
- 8.9 We will not routinely keep copies of DBS certificates, either electronically or in paper files but if we have good reason to do so, these will not be kept for longer than six months

9. **MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

- 9.1 We follow the DfE guidance KCSIE, Part 4, when dealing with allegations made against staff and volunteers, including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk). All allegations are referred to LADO by one of the DSL Team (**Headteacher in first instance**) at the time of concern as a matter of urgency. The member of staff who has allegations made against them will be asked to leave the building whilst a full investigation takes place.

- 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 harm threshold and those allegations/concerns that do not, referred to as 'low level concerns'. These are outlined in our Low Level Concerns Policy
- 9.5 The harms threshold indicates that a person would pose a risk of harm if they have-
- Behaved in a way that has harmed a child or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behavior that may have happened outside school/college, known as transferable risk)
- 9.6 Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusions.
- 9.7 Concerns that do not meet the harm threshold may include
- Suspicions or nagging doubts about a member of staff
 - Complaints
 - Disclosures made by child, parent/carer or another adult within or outside of school
 - 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 minimizing 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- 423-440)
- 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. A copy of the One Ed Whistleblowing Policy, which defines the approach to help maintain the accountability, integrity and transparency towards safeguarding all learners, is displayed in the staffroom and in other staff communal areas. This can also be found on the shared Teacher drive (Google Drive) for reference. This means that the documents can be accessed by all members of staff and are regularly referred to in staff meetings and safeguarding briefing and training.

9.14 Historic allegations will be referred to the police.

9.15 We will carry out new checks on existing staff in certain circumstances

i) Where an individual moves from an activity that was not regulated into a post which is considered to be regulated activity with children. In colleges this is where an individual moves from a post that did not involve the provision of education to one that does.

ii) Where there has been a break in service of 12 weeks or more.

iii) Where there are concerns about an individual's suitability to work with children.

iv) 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.

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

vi) 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

To be read alongside the document 'Dealing with Allegations of Abuse Against People who work with Children – Guidance for Schools and Academies'

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/college 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. We will always check the identities of contractors and their staff on arrival.
- 10.6 We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contacts between school/college and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.
- 10.7 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. A senior staff member or delegated staff with key responsibilities will always be present when facilities are being used by external agencies.
- 10.8 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 LADO (if it meets the harm threshold).
- 10.9 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- 10.10 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.11 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant

foreign embassy of the High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.

10.12 We have a Health & Safety policy which supports staff and other stakeholders understanding of expectations to ensure our children's and staff safety e.g. procedures for contacting parents and for reporting to the emergency services, including police and hospitals.

10.13 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 and we have a Critical Incident policy in place.

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.

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 and have used the following organisations -
RADEQUAL, GANGS, Manchester Healthy Schools etc.

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

12. Part 1 & Annex A and Annex B of '[Keeping Children Safe in Education \(KCSIE\), September 2025](#) - statutory guidance to be read by staff as determined by the headteacher/ and Governing Body

All staff and governors must read the following parts of the [KCSIE](#):

- [Part 1](#)
- Annex A (p.143 - 147)
- Annex B (p.148 - 162)

APPENDICES

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

Please click [here](#) for the latest copy of Keeping Children Safe in Education

Please click [here](#) for guidance on Working Together to Safeguard Children

A. Legislation, Statutory Guidance & Ofsted Framework

- Please click [here](#) for the latest copy of Keeping Children Safe in Education
- Please click [here](#) for guidance on Working Together to Safeguard Children

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 Policies/Procedures

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Relationships Education, Relationships and Sex Education and Personal Social and Health Education
- Equal Opportunities
- Online Safety
- Extended Schools Activities
- Behaviour Management including fixed and short-term exclusions

- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Lettings policy
- External visitors/speakers
- Child on Child Abuse
- Code of Conduct (for staff)
- Low Level Concerns
- Medical Conditions.
- Whistleblowing Policy
- Safer Internet Use Policy
- Data Protection Policy
- Dealing with Allegations of Abuse Against People who work with Children – Guidance for Schools and Academies
- Acceptable use policy
- Online safety policy
- Behaviour policy
- Local authority Risk assessment and control measures
- Safer Recruitment Policy

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

Schools Hub

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

F. Abbreviations

CiN	Child in Need
CP	Child Protection
CSC	Children's Social Care
DSL	Designated Safeguarding Lead
DST	Designated Safeguarding Team
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
MSP	Manchester Safeguarding Partnership
SOS	Signs of Safety