



# CHEETWOOD COMMUNITY PRIMARY SCHOOL

## SAFEGUARDING POLICY

### + COVID-19 APPENDIX

School Closure Arrangements for  
Safeguarding and Child Protection (added April 2020)

Approved by the Governing Body

Signed   
Chair of Governors  
11/03/2020

To be reviewed Spring Term 2021 or following an update to statutory guidance, whichever is sooner.

Judged to be GOOD by Ofsted in March 2018.

*"This is a highly inclusive school, where everyone feels safe, respected and valued.  
Pupils enjoy school and are very keen to learn".*

Mrs Barbara Oxton, headteacher, has ultimate responsibility for safeguarding and is the school's designated safeguarding lead.

In her absence, Miss Tina Batkin, deputy headteacher, is the authorised member of staff for safeguarding.

#### KEY SCHOOL STAFF & ROLES

Name	Role	Location
Barbara Oxton	Headteacher Designated Safeguarding Lead Health and Safety	Cheetwood Primary School
Tina Batkin	Deputy Headteacher Designated Safeguarding Lead SENCo Early Help Co-ordinator	Cheetwood Primary School
Rachel Fisher	Head of Pastoral Care Designated Safeguarding Lead Early Help Practitioner	Cheetwood Primary School
Karen Gregory	Office Manager Designated Safeguarding Lead Attendance Officer Early Help Practitioner	Cheetwood Primary School

Named governor for Safeguarding and Prevent	Contact details
Philip Woolley (Chair of Governors)	<a href="mailto:governorpw@cheetwood.manchester.sch.uk">governorpw@cheetwood.manchester.sch.uk</a>

If there is a concern about child welfare or safeguarding, the procedure is that the member of staff initially reports the incident/concern to a designated safeguarding lead, who in consultation with the other safeguarding leads in the school, will decide on the next course of action.

All concerns and resulting actions are recorded on the electronic CPOMS system.

Designated safeguarding leads, senior leaders and office staff have details of essential contacts, but for quick reference the following numbers may be of use:

Manchester Safeguarding Partners: **0161 234 5001** (open 24 hours a day, seven days a week)

Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 219 2895**,

Early Help Hubs: North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977**

National Society for the Prevention of Cruelty to Children (NSPCC): **0808 800 5000**

Manchester Local Authority (LA) Safeguarding in Education Team: **0161 245 7171**

Jenny Patterson, Manager Manchester LA Safeguarding in Education Team: **07717527750**

When dealing with allegations made against members of staff, students and volunteers (including contractors working on site) harming a child, the school follows the government guidance 'Keeping Children Safe in Education' September 2019 and will contact the Manchester LA Designated Officer (formerly LADO) on **0161 234 1214**.

All allegations made will be dealt with quickly and fairly and in a way that provides effective protection for the child whilst at the same time providing support for the person against whom the allegation is made.

#### Whistleblowing

Cheetwood Primary School is committed to the highest possible standards of openness, probity and accountability and will not tolerate malpractice or wrong doing. The school is therefore committed to a whistleblowing policy which seeks to protect individuals who make certain disclosures in the public interest with regard to any instance of malpractice or wrong doing.

In line with the school's published whistleblowing policy, employees should raise their concerns with their immediate line manager if possible. However, the most appropriate person to contact to report a concern will depend on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice.

Where the individual believes that their line manager is involved in the matter of concern, they should then contact the headteacher, or the chair of governors (if the concern raised is related to the headteacher).

NSPCC Whistleblowing Helpline: **0800 028 0285**

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

<b>Date</b>	<b>Issue</b>	<b>Date ratified by the Governing Body</b>	<b>Date of Review</b>
October 2016	Version 1	05 October 2016	March 2017
March 2017	Version 2	15 March 2017	March 2018
March 2018	Version 3	14 March 2018	March 2019
March 2019	Version 4	13 March 2019	March 2020
March 2020	Version 5	11 March 2020	March 2021

## CONTENTS

1. INTRODUCTION AND ETHOS
2. ROLES AND RESPONSIBILITIES/CODE OF CONDUCT FOR STAFF
3. TRAINING AND AWARENESS RAISING
4. SAFEGUARDING POLICY AND PROCEDURES
5. CASE MANAGEMENT, RECORD KEEPING AND MULTI-AGENCY WORKING
6. THE CURRICULUM
7. E-SAFETY
8. SAFER RECRUITMENT AND SELECTION OF STAFF
9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS
10. SAFETY ON AND OFF SITE

### APPENDICES A to E

#### APPENDIX A

Keeping Children Safe in Education September 2019 Part 1 and Annex A to be read by all staff

#### Indicators of Abuse and Neglect

#### Further Safeguarding Information

#### APPENDIX B

Legislation, Statutory Guidance and Ofsted Framework

#### APPENDIX C

Non-Statutory Guidance

#### APPENDIX D

Manchester City Council and Manchester Safeguarding Partners

#### APPENDIX E

Other Relevant School Policies and procedures

#### COVID-19 APPENDIX

Added April 2020, in response to the COVID-19 pandemic and school closure

## 1. INTRODUCTION AND ETHOS

This policy has been developed to ensure that all adults in Cheetwood Primary School are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice.

***‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (Keeping Children Safe in Education, September 2019).***

See Appendix A of this policy for definitions of Significant Harm, Physical Abuse, Emotional Abuse and Neglect.

Further information about complex safeguarding issues including Child Sexual Exploitation, Peer on Peer Abuse, Upskirting, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation and County Lines can also be found appended to this policy.

Safeguarding and promoting the welfare of children goes beyond implementing basic child protection procedures. The aims of this policy are in accordance with both our school aims and our Equality Policy and it is an integral part of all of our activities and functions. Our approach is child-centred.

***‘Safeguarding and promoting the welfare of children is defined as:- protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.’ (Keeping Children Safe in Education, September 2019).***

Cheetwood 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. The school is committed to implementing policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children and staff.

Our school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Early Help Assessment (EHA) and the ‘Signs of Safety’ approach is embedded into everyday practice and procedures when responding to children’s needs and signposts children and families to appropriate preventative services. Our children have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life.

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

Under the Education Act 2002, the school has a duty to safeguard and promote the welfare of its pupils and is committed to the principles and guidance as set out in ‘Working Together to Safeguard Children’, July 2018 and ‘Keeping Children Safe in Education’, September 2019.

This policy ensures that we comply with our Statutory Duties (see Appendices A & B).

This policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (see Appendix C).

This 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 (see Appendices D & F)

This policy complements and supports other relevant policies in this school (see Appendix E).

## 2. ROLES AND RESPONSIBILITIES/CODE OF CONDUCT FOR STAFF

### LEADERSHIP & MANAGEMENT

#### 2.1 The headteacher will ensure that

- The policies and procedures adopted by the governing body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff, students and volunteers understand and comply with the Staff Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding SEF proforma to the Manchester Local Authority as requested.
- A Designated Senior Member of staff, known as the **Designated Safeguarding Lead for child protection** is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in the admissions meeting before a child is admitted to into the school and also via our Information Booklet. The most up to date version of the booklet can be found on the school website.
- This safeguarding policy is available on our website and is included in the staff, student and volunteer's Information Package. Safeguarding matters are also fully covered as part of the staff, student and volunteer induction process.
- The school co-operates fully with Manchester City Council and Manchester Safeguarding Partners multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. The Designated Safeguarding Team (comprising of the school's four Designated Safeguarding Leads, see page 2 of this policy) meets each half term, or more regularly if required.
- There is a culture in school whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively. All concerns are logged on CPOMS, the school's online electronic record keeping system.
- Any staff 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 the roles.
- There are appropriate procedures in place to ensure that there is no risk to children from visitors and we exercise due diligence to prevent any organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils and staff.

#### 2.2 The governing body will ensure that

- All policies, procedures and training in our school are effective and comply with the law at all times.
- A named governor of a senior position is identified as the designated governor for safeguarding and for Prevent and will receive appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated safeguarding lead. The governor for safeguarding writes an annual report and presents it to the governing body.
- Our safeguarding policy and Staff Code of Conduct are reviewed at least annually.
- The Designated Safeguarding Lead (DSL) team in the school has regular meetings on at least a half termly basis to review policy and practice.
- The headteacher ensures that the relevant policies are renewed annually.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. The headteacher oversees all recruitment procedures.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the school's safeguarding processes. All training goes through the headteacher and the office manager (also a DSL) ensures training is within timescales.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures.
- Safeguarding is a standing agenda item at every governing body meeting and is addressed through the headteacher's report.

**2.3** The **Designated Safeguarding Lead (DSL)** is the headteacher and, together with the other designated safeguarding leads (see page 2 of this policy), has a specific responsibility for championing the importance of safeguarding and promoting the welfare of the children in Cheetwood Primary School. **The Designated Safeguarding Team will**

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary.
- Provide support and training for staff and volunteers; part of the school's induction programme is basic safeguarding training.
- Ensure that all referrals made to Children's Services are effective and in line with Manchester Safeguarding Partners procedures. The DSL will phone the Multi-Agency Safeguarding Hub for advice in relation to any significant referral.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child. This is covered as part of the induction programme for new staff but also re-visited on an annual basis.
- Always be available during school hours during term-time, and at other times, if necessary as requested by the headteacher. Where possible, staff will attend all meetings and send reports. If there are no staff available from the school then the DSL will contact the local authority to ask for advice.

The staff who are part of the Designated Safeguarding Team have other roles within school which may also contribute to safeguarding practices, such as the SENCo, Head of Pastoral Care and the Attendance Officer (see page 2 of this policy). Other staff, such as the Designated Teacher for Looked After Children and the E-Safety Leader may also at times contribute to the safeguarding practices of the school.

**2.4** **All staff** in the school, including supply staff, students and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the Designated Safeguarding Team. **All staff will**

- Adhere to the school's Staff Code of Conduct and 'Guidance for Safer Working Practice'.
- Attend training sessions/briefings as required, to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety.
- Attend training sessions/briefings as required to ensure that they follow relevant policies/procedures e.g. Behaviour Management Policy, Anti-Bullying policy etc
- Provide a safe environment where children can learn effectively and happily.
- 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 interests of that child.
- Know what to do if they have a concern and follow the school's agreed procedures for recording concerns, sharing information and making referrals.
- Attend multi-agency meetings as required, if appropriate to their role.
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role.
- Provide targeted support for individuals and groups of children as required, if appropriate to their role.

All staff must be aware of the signs and indicators of extremist views and actions and make a DSL aware of any concerns so that appropriate action can be taken.

Teachers have additional statutory duties, including to report directly to the police any cases of known or suspected Female Genital Mutilation.

### **3. TRAINING AND AWARENESS RAISING**

**3.1** All new staff and regular volunteers receive appropriate safeguarding information during induction; this includes

- Basic safeguarding information about the school's policies and procedures
- Signs and symptoms of abuse
- Indicators of vulnerability to radicalisation
- How to manage a disclosure from a child, as well as when and how to record a concern about the welfare of a child

**3.2** The above safeguarding information is also covered with staff during annual refresher training at the start of each academic year. In addition, all staff and volunteers who are in regular contact with children will receive basic Level 1 training which is refreshed at least every three years.

**3.3** The Designated Safeguarding Leads receive Level 2 training and this is refreshed every two years; the DSLs also undertake other safeguarding training when relevant to the school's context.

**3.4** All staff receive information on particular safeguarding issues which are relevant to the school, for example, The Toxic Trio, Neglect, Radicalisation and Extremism, Trafficking, Grooming and County Lines. Staff receive this information through briefings, bulletins or a training day set aside specifically to cover safeguarding matters and updates in relation to local and national change, providing them with the relevant skills and knowledge to safeguard children effectively.

**3.5** All staff must ensure that they have read and understood Part 1 and Annex A of 'Keeping Children Safe in Education' September 2019. This is a signed document and part of annual basic safeguarding training.

### **4. SAFEGUARDING POLICY AND PROCEDURES**

#### **4.1 ATTENDANCE**

**4.1.1** We view poor attendance as a safeguarding issue and in accordance with the school's attendance policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

**4.1.2** 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.

**4.1.3** We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children. The school follows the Local Authority's procedures for 'Children Who May Be Missing/Lost From Education'.

In cases where the family is missing, Children's Services and potentially other agencies (such as the police) will be informed.

For further information, please refer to the school's Attendance and Punctuality Policy published on the website.

#### **4.2 EXCLUSIONS**

**4.2.1** The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child 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.

#### **4.3 VULNERABLE GROUPS**

**4.3.1** We ensure all key staff work together to safeguard vulnerable children. All communication is recorded on CPOMS. Meetings are arranged with key staff to discuss individual cases.

Consequently these meetings may involve a range of staff who are responsible for the child's wellbeing.

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

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

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

- Assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration,
- Being more prone to peer group isolation
- The potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

## **5 CASE MANAGEMENT, RECORD KEEPING AND MULTI-AGENCY WORKING**

### **5.1 KEEPING RECORDS**

In line with General Data Protection Regulation May 2018 the school keeps the following records:

- Names and contact details of persons with whom the child normally lives
- If different from above, names and contact details of all persons with parental responsibility
- If different from above, emergency contact details (wherever possible, two contacts)
- If different from above, details of any persons authorised to collect the child from school
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been subject to a Child Protection Plan or subject to a Care Plan
- The name and contact details of the child's or family's G.P.
- Any other factors which may impact on the safety and welfare of the child

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

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

**5.1.3** We keep safeguarding records secure.

**5.1.4** We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance with school policy and LA guidance (See Appendix F).

**5.1.5** Any incidences pertaining to a child, whether it be related to medical needs, behaviour, child protection, home issues, bullying etc will be logged on the online CPOMS system.

**5.1.6** The Data Protection Act 1998 and General Data Protection Regulation 2018 do not prevent or limit the sharing of information to keep children safe. Legal and secure information sharing between schools and relevant agencies is essential for keeping children safe and ensuring they are getting the right support. Consent to share information is not needed if it would place a child at risk to obtain it. DSLs are clear that fears about sharing information will not stand in the way of the need to promote the welfare and protect the safety of children (Data Protection: Toolkit for Schools, 2018).

## **5.2 RECORDING AND REPORTING CONCERNS**

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

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

- Speak to one of the designated safeguarding leads
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's electronic safeguarding recording system (CPOMS)

## **5.3 INFORMING PARENTS /CARERS AND WORKING IN PARTNERSHIP**

**5.3.1** Our approach to working with parents/carers is one of transparency and honesty, but above all our statutory responsibility and priority is to safeguard and promote the welfare of all the children in our care.

**5.3.2** As part of our partnership working with parents/carers there is an expectation that they will provide school with up to date contact details and inform us if any of the circumstances related to the child have changed (such as living arrangements, significant adults in the child's life etc).

**5.3.3** In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child, unless to do so would place the child at risk of further harm. Parents/carers are given the opportunity to address any concerns raised.

**5.3.4** Our statutory responsibility and priority to safeguard and promote the welfare of all the children in our care is discussed with every parent/carer during the admissions meeting prior to their child being admitted to the school; it is during this meeting consent is obtained from the parent/carer for us to make a referral to Children's Services, or any other agency, should the need ever arise and this consent is recorded in writing. If a referral is ever made, consent has already been obtained, but we would still also inform, the parent/carer of that referral, unless to do so would place the child at risk of further harm eg in cases of suspected sexual abuse.

We also record the reasons if consent is not provided.

## **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. We recognise that it is essential to establish positive and effective working relationships with other agencies who are partners on the Local Authority's Safeguarding Children Board.

(For example, Children's Services, Early Help, Police, Health, Children and Adolescent Mental Health Service (CAMHS) . There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.)

**5.4.2** We will notify Children's Services

- If a child subject to a child protection plan is at risk of permanent exclusion.
- If there is an unexplained absence of a child who is subject to a child protection plan; we will notify Children's Services on day one of the absence
- Of any other information required which has been agreed as part of any child protection plan or core group plan.

## **5.5 CONFIDENTIALITY AND INFORMATION SHARING**

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

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

**5.5.3** All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

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

**5.5.5** We comply with the Data Protection Act and General Data Protection Regulation in that we ensure that we process all personal information fairly and lawfully and keep it safe and secure.

### **5.5.6 Cheetwood Primary School Principles of Information Sharing**

Staff use their professional judgement when making decisions about what information to share and when and pay due regard to the principles of information sharing, as set out below.

Above all, the most important consideration is whether sharing information is likely to safeguard and protect a child.

#### **Necessary and proportionate**

When making decisions about what information to share, how much information to be shared is considered. The Data Protection Act 1998 and General Data Protection Regulation 2018 requires a person to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

#### **Relevant**

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

#### **Adequate**

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

#### **Accurate**

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

#### **Timely**

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Staff ensure that sufficient information is shared, as well as consider the urgency with which to share it.

#### **Secure**

Whenever needed, information should be shared in an appropriate and secure way, for example through password protection or via the Egress secure data exchange.

#### **Record**

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with the retention policy, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely.

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

**5.6.1** Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will take to the meeting as much relevant and up to date information about the child as possible.

**5.6.2** A CP conference is held if it is considered that the child is suffering or at risk of significant harm.

**5.6.3** Every effort is made to ensure that school will contribute to and attend CP and CiN conferences and reviews. We aim to send representation to all safeguarding meetings and if unavailable, for example if it is due to school holidays and none of the four designated safeguarding leads can attend, we will communicate advice and concerns via a portal seen most suitable for the case and type of meeting.

**5.6.4** We comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Whenever practicably possible, reports will be shared and discussed with the parents/carers in advance of the conference/meeting. We will use the most up to date proforma.

## **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 will be clear with children that they cannot promise to “keep secrets”. All pupils in school know and are confident who they could talk to if they have concerns. The school is committed to ensuring that our children are aware of behaviour and attitudes towards them that is not acceptable and how they can keep themselves safe. All pupils know that the school has four Designated Safeguarding Leads (DSL) with responsibility for child protection and know who they are. Pupils are informed of who they might talk to, both in and out of school, their right to be listened to and heard, and what steps can be taken to protect them from harm. The arrangements for consulting with and listening to pupils will be discussed and developed through talks with the various pupil forums in school (such as peer mediators and house captains) and other wider pupil voice activities.

**5.7.3** We 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 SERIOUS CASE REVIEWS**

**5.8.1** The Manchester Safeguarding Partners will always undertake 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. If required, we will cooperate fully with the review process.

**5.8.2** The school’s DSLs will keep up to date with the findings from SCRs in Manchester and share the learning and review our safeguarding procedures if relevant.

## **6 THE CURRICULUM**

**6.1** We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life.

**6.2** All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

**6.3** There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.

**6.4** Personal, Social, Emotional and Health Education and Citizenship lessons provide opportunities for children to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe, healthy relationships, different family patterns, religious beliefs and practices and human rights issues.

**6.5** We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation and Forced Marriage.

**6.6** All pupils will know that there are adults in the school who 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.

## **7 E-SAFETY**

**7.1** All staff at Cheetwood understand e-safety is a safeguarding issue not an ICT issue. The school's leader for e-safety is Mr Lee Hardy.

The purpose of internet use in our school is to help raise educational standards, promote children's achievement, and support the professional work of staff, as well as enhance our management information and business administration.

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

**7.3** We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

**7.4** We have separate e-safety and ICT acceptable use policies in school, which are published on the website; these policies are reviewed with all staff and governors on an annual basis. The policies cover the use of all technologies, both on and offsite. Please refer to these policies for specific technologies used and the expected staff conduct.

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

**7.6** We work with children and parents to promote good practice in keeping children safe online. It is the duty of staff to ensure that every child in the care of the school is safe and this applies equally to the 'virtual' or digital world. In addition, we are constantly working to increase parental understanding of the online risks that their children may face in a rapidly changing and advancing technological world.

**7.7** The school ensures the curriculum appropriately educates children and parents about potentially risky online interactions. This will include clear guidelines about the risks of online grooming, peer-on-peer abuse and sexting. We will make every effort to ensure that our parents are up to date about potential new sites that may not be safe for their children. DSLs and the E-Safety Leader will attend all relevant training and ensure that they are aware of current potential risks

## **8 SAFER RECRUITMENT AND SELECTION OF STAFF**

**8.1** Our recruitment and selection policies and processes adhere to Part 3 of the DfE guidance 'Keeping Children Safe in Education'. The school's safer recruitment policy is reviewed annually by the governing body and is published on the school website.

The headteacher and governing body ensure that all staff have been recruited safely, including DBS checked as appropriate. This procedure includes scrutinising applicants, verifying identities and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and Disclosure and Barring Service and 'right to work in England' checks.

Members of the governing body are also subject to DBS checking and a section 128 check.

**8.2** At least one member of any recruitment panel will have attended up to date Safer Recruitment Training. Currently two senior leaders and two senior governors have up to date Safer Recruitment Training.

**8.4** All relevant staff involved in working in the Early Years Foundation Stage of the school are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the headteacher.

**8.5** Trainee teachers are checked either by the school or by the training provider, from whom written confirmation is obtained

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

**8.7** The school maintains a single central record of recruitment checks undertaken. The Single Central Register is managed and kept up to date by the school office manager (who is also a DSL). This upkeep is in line with statutory changes and underpinned by regulations.

The following will apply:

- A DBS Enhanced Disclosure is obtained for all new appointments to the school through the school's staffing personnel and payroll team (Manchester City Council). The DBS Enhanced Disclosure for each member of staff is renewed every three years.
- The Single Central Register details a range of checks carried out on staff, is securely stored and backed up, readily accessible by the headteacher and regularly reviewed as staff leave or join.
- The Single Central Register will be spot checked a minimum of twice a year by the headteacher and governor for safeguarding (chair of governors) separately; a written record of checks is made.
- All new appointments to the school who have lived outside the UK will be subject to additional checks as appropriate.
- All information contained on the Single Central Register complies with data protection regulations.

**8.8** The headteacher and governing body will ensure that all external staff and volunteers, including out of hours organisations, using the school site have been recruited safely, including DBS checked as appropriate.

Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks for all its activities.

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

**9.1** We adhere to Part 4 of the DfE guidance 'Keeping Children Safe in Education' when dealing with allegations made against staff and volunteers and follow the procedures within the One Education policy 'Dealing with Allegations of Abuse Against Staff'.

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

**9.3** All allegations will be referred to the LA Designated Officer (Majella O'Hagan and Jackie Shaw **0161 234 1214**) and will be investigated if the allegations meet the threshold. (Appendix D).

**9.4** We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. See the school's whistleblowing policy published on the website or contact the headteacher.

## **10 SAFETY ON AND OFF SITE**

### **VISITORS AND SITE SECURITY**

**10.1** Our school extends a warm welcome to all parents/carers and visitors and appreciates the opportunity to work closely with others, to benefit the learning and well-being of our children and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls, ensure that all children are fully protected from any malign influences or abuse.

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

**10.3** All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if necessary.

**10.4** We ensure that any contractor, or any employee of the contractor, who is to work at the 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 always check the identity of contractors and their staff on arrival at the school.

**10.5** We operate a responsible booking protocol and carry out appropriate checks on all organisations which request to hire our facilities. We exercise due diligence to prevent an organisation or speaker from using school facilities to disseminate extremist views or radicalise pupils or staff.

Please refer to the school's Lettings policy or contact the office manager for further information on the school's letting facilities, conditions of hire and charges.

**10.6** We will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared.

**10.7** We have work experience placement policy and procedures in place. We only accept work experience students through the formally organised Our Futures Work Experience Scheme. Risk assessments are undertaken annually prior to any work experience placement. Students on placement take part in an induction with the headteacher and are required to read and sign documentation to show they understand the expectations of the work experience placement. Work experience students are fully supervised for the duration of the placement.

**10.8** All school trips are fully risk assessed and no child will be taken offsite without parental permission.

For further information, please refer to the school's health, safety and welfare policy which is reviewed annually with staff and governors and is published on the website.

## APPENDICES A to E

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

### APPENDIX A

**Keeping Children Safe in Education September 2019 Part 1 and Annex A is read by all staff and is a signed document.**

#### Indicators of Abuse and Neglect

**Significant Harm:** the threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child, who is suffering, or likely to suffer significant harm.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males.

Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Further Safeguarding Information**

The following information has been summarised from Part 1 and Annex A of Keeping Children Safe in Education September 2019. Staff should refer to this guidance if they wish to read the information in full.

### **Domestic Abuse**

Domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

### **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

### **Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with regulated health and social care professionals in England and Wales) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has good reason not to, they should still discuss the matter with the school's designated safeguarding lead.

*Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).*

### **Preventing Radicalisation and Extremism**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a school's safeguarding approach.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

### **Children Missing From Education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

## **Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

## **Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

## **So-called “Honour-Based” Violence**

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

## **Peer on Peer Abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

## **Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

### **Sexual Violence**

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 described as rape, assault by penetration and sexual assault.

### **Sexual Harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

### **Upskirting**

Upskirting is now a criminal offence. It typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

## **APPENDIX B**

### **Legislation, Statutory Guidance and Ofsted Framework**

- Keeping Children Safe in Education September 2019
- Ofsted Inspection Framework and School Inspection Handbook September 2019
- Inspecting Safeguarding in Early Years, Schools & Skills Settings September 2019
- Working Together to Safeguard Children July 2018
- Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DfE Statutory Policies for Schools September 2014,
- DfE Children Missing Education Statutory Guidance September 2016
- DfE The Designated teacher for looked after and previously looked after children Statutory Guidance February 2018
- DfE Supervision of Regulated Activity January 2013
- Alternative Provision Statutory Guidance January 2013
- Teachers' Standards June 2013
- Governors' Handbook January 2017
- Listening to and Involving Children and Young People Statutory Guidance January 2014
- Health & Safety Legislation

## **APPENDIX C**

### **Non-Statutory Guidance**

- DfE What to do if You are Worried a Child is Being Abused - Advice for Practitioners 2015
- Safer Working Practices, Safer Recruitment Consortium May 2019
- DfE National Standards of Excellence for Headteachers January 2015
- DfE Use of Reasonable Force in Schools July 2013
- United Nations Convention on the Rights of the Child, Article 2,3, 6 & 12
- DfE Teaching Online Safety in School June 2019

## **APPENDIX D**

### **Manchester City Council and Manchester Safeguarding Partners**

Links on the MSCB Website:-

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

## **APPENDIX E**

### **Other relevant school policies and procedures**

- Health, Safety and Welfare
- Safer Recruitment
- Relationships Education
- E-Safety
- ICT Acceptable Use
- Behaviour Management
- Guidance on the Use of Positive Handling
- Off Site Trips and Visits
- Special Educational Needs
- Single Equality
- Anti-bullying
- Attendance and Punctuality
- Supporting Pupils in School with Medical Conditions
- Whistle Blowing

# COVID-19 APPENDIX

## School Closure Arrangements for Safeguarding and Child Protection April 2020

### 1. Context

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

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

This appendix summarises our individual safeguarding arrangements in response.

### Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Barbara Oxtan	*****5340	head@cheetwood.manchester.sch.uk
Deputy Designated Safeguarding Lead	Tina Batkin	*****0695	t.batkin@cheetwood.manchester.sch.uk
Deputy Designated Safeguarding Lead	Karen Gregory	*****9278	k.gregory@cheetwood.manchester.sch.uk
Deputy Designated Safeguarding Lead	Rachel Fisher	*****2281	r.fisher@cheetwood.manchester.sch.uk
Headteacher	Barbara Oxtan	*****5340	head@cheetwood.manchester.sch.uk
Chair of Governors	Philip Woolley	*****6800	governorpw@cheetwood.manchester.sch.uk
Safeguarding Governor	As above for Chair of Governors		

### Vulnerable Children

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

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

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home.

This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

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

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

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

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

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

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

### **Attendance Monitoring**

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

If we have any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

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

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

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

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

### **Designated Safeguarding Lead**

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

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

This might include updating and managing access to CPOMS and liaising with the offsite DSLs and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

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

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. To access ICPC/RCPC held at Manchester Safeguarding and Improvement Unit, a report will be sent to [qualityassurance@manchester.gov.uk](mailto:qualityassurance@manchester.gov.uk) whereby a reply email will be sent 24 hours before the conference containing the dial in details and reports from other partners. The person sending the report is the person who will be calling into the conference as the SIU.

### **Reporting a concern**

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

In the unlikely event that a member of staff cannot access their CPOMS from home, they will email the Designated Safeguarding Leads with the information to ensure that the concern is received.

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

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

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

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

### **Safeguarding Training and induction**

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

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

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

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

### **Safer recruitment/volunteers and movement of staff**

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

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

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

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

During the COVID-19 period all referrals will be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

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

### **Online safety in schools and colleges**

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

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

### **Children and online safety away from school and college**

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

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

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

- Staff will wear suitable clothing
- Any computers used should be in appropriate areas and the background blurred if necessary
- The live class will be recorded so that if any issues were to arise, the video can be reviewed
- Language will be professional and appropriate, including any family members in the background
- Staff will only use platforms specified by senior managers and approved by the school's IT network manager / provider to communicate with pupils
- Staff will record, the length, time, date and attendance of any sessions held.

### **Supporting children not in school**

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

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

Details of this plan will be recorded on CPOMS, as will a record of contact made.

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

The school's DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan.

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

The school will share safeguarding messages on its website.

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

### **Supporting children in school**

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

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

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

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

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

### **Peer on Peer Abuse**

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

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

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

Concerns and actions will be recorded on CPOMS and appropriate referrals made.

### **Advice, Guidance & Support from the LA**

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

**Date COVID-19 appendix shared with staff: w/b 20/04/2020**