



CHEETWOOD COMMUNITY PRIMARY SCHOOL

SAFEGUARDING POLICY

Approved by the Governing Body

A handwritten signature in black ink, appearing to read 'H. G. M. Kelly', is written over a horizontal line.

Signed
Chair of Governors
08/12/2021

To be reviewed Autumn Term 2022 or following an update to statutory guidance/legislation, 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)	governorpw@cheetwood.manchester.sch.uk

If there is a concern about child welfare or safeguarding, the procedure is that the member of staff will immediately report 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. Staff will never assume someone else will take action. Clear and decisive communication is an expectation.

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:

Social Care Advice & Guidance Service: **0161 234 5001** (open 24 hours a day, seven days a week)

Complex Safeguarding Hub Advice Line: **0161 226 4196**

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

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, or that a child is at risk from a named adult, the school follows the government guidance 'Keeping Children Safe in Education' September 2021 and will contact the Manchester LA Designated Officer on **0161 234 1214**.

All concerns, including low-level will be reported to the headteacher, unless concerns relate to the headteacher, in which case the matter will be reported to the chair of governors (contact details above).

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** or help@nspcc.org.uk

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

Review date	Changes made	By whom
October 2016	Policy created	Barbara Oxton, headteacher/DSL
March 2017	Policy reviewed	Barbara Oxton, headteacher/DSL
March 2018	Policy reviewed	Barbara Oxton, headteacher/DSL
March 2019	Policy reviewed	Barbara Oxton, headteacher/DSL
March 2020	Policy reviewed	Barbara Oxton, headteacher/DSL
April 2020	Interim review Addition made: Appendix F COVID-19 Arrangements	Barbara Oxton, headteacher/DSL
January 2021	Interim review Addition made: Appendix G COVID-19 Arrangements	Barbara Oxton, headteacher/DSL
March 2021	Policy reviewed	Barbara Oxton, headteacher/DSL
May 2021	Interim review Addition made: The school's procedure and response mechanism to peer on peer abuse, sexual violence and sexual harassment	Barbara Oxton, headteacher/DSL
October 2021	Policy reviewed	Barbara Oxton, headteacher/DSL

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2016-2017	05 October 2016	Philip Woolley
2016-2017	15 March 2017	Philip Woolley
2017-2018	14 March 2018	Philip Woolley
2019-2020	13 March 2019	Philip Woolley
2020-2021	11 March 2020	Philip Woolley
2021-2022	17 March 2021	Philip Woolley
2021-2022	08 December 2021	Philip Woolley

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1. INTRODUCTION AND ETHOS

This policy has been developed to ensure that all adults in Cheetwood Primary School, including regular staff, supply staff, volunteers and visitors, 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 has a role to play. 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 2021 Part 1, p6).

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, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation and County Lines can also be found appended to this policy. These are particular risks to children and young people in the school’s locality.

See also Keeping Children Safe in Education (KCSiE) for definitions and further information about:-

- Channel (Annex B, p134)
- Children and the Court System (Annex B, p124)
- Child Abduction and Community Safety Incidents (Annex B, p124)
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- Early Help (1.61)
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- Online Safety, including Education at Home (Annex D, p158-160)
- Elective Home Education (2. 165 – 168)
- Prevent Duty (Annex B, p133; Additional support p142 & 3)

Safeguarding and promoting the welfare of children goes beyond implementing basic child protection procedures. The aims of this policy are in accordance with both our 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 mental health or physical 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.’ (KCSiE p6).

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.

The Governing Body ensures it facilitates a whole school or approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies of the school operate with the best interests of the child at heart.

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 2021.

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 Appendices C & D).

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 Appendix D)

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

This policy is regularly reviewed. School leaders are responsive to new guidance and legislation and to promoting the safety of pupils and staff in crisis situations, such as Covid-19 (see Appendices F & G).

2. ROLES AND RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 THE GOVERNING BODY

The Governing Body has a strategic leadership responsibility for the school's safeguarding arrangements and will ensure all duties under legislation are complied with. There will be the necessary regard to KCSiE 2021, ensuring policies, procedures and training in the school are effective and comply with the law at all times.

The Governing Body is fully aware of its role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements and will ensure that the school works 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

- A named governor of a senior position is identified as the designated governor for safeguarding and for Prevent and will receive appropriate training.
- It facilitates 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, governors and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has an effective Child Protection Policy – which is encompassed within this Safeguarding Policy
- The school has a Behaviour Policy and Anti-Bullying Policy which together include 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 safeguarding lead. This happens on a termly basis or more regularly if necessary where the needs arise. Once a year the governor for safeguarding undertakes a more formal monitoring link visit to quality assure safeguarding and then writes a report and presents it to the governing body.
- The school's Safeguarding Policy and Staff Code of Conduct are reviewed at least annually. Addenda or appendices may be added during periods of crisis to reflect a change of circumstance, for example as was the case in 2020 and 2021 during the COVID 19 pandemic when schools partially closed.
- The Designated Safeguarding Lead (DSL) team in the school has regular meetings on at least a half termly basis to discuss safeguarding matters, to review policy and practice; when school was partially closed in 2020 and 2021, DSLs met weekly.
- The headteacher ensures that the relevant policies are renewed annually.

- The school operates safer recruitment and selection practices, including appropriate use of references and checks on new staff, volunteers and contractors, including overseas checks where relevant. The headteacher oversees all recruitment procedures and completes a checklist provided by the Manchester Safeguarding in Education team to ensure all required steps of safer recruitment are covered.
- The school has procedures in place for dealing with allegations of abuse against members of staff and volunteers, including supply teachers and these are in line with KCSiE and Local Authority procedures; the school will work with the LADO and other relevant agencies to support any investigations.
- All staff, volunteers and contractors who have regular contact with children receive appropriate training and information about the school's safeguarding processes. All training goes through the headteacher; the office manager (also a DSL) ensures training is within timescales.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. This occurs through the completion of the online safeguarding SEF for the LA as well as completing additional documentation, of which there was a plethora during the COVID 19 pandemic, in order to provide assurances of the school's robust and rigorous safeguarding procedures.
- Safeguarding is a standing agenda item at every governing body meeting and is addressed through the headteacher's report.
- Governors are able to challenge that online safety and online education duties are fulfilled.

2.2 THE HEADTEACHER

The Headteacher is fully aware of the school's role in multi-agency safeguarding arrangements, of the Manchester Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements. The school will ensure that it works together with appropriate relevant agencies (such as social care, the police and other services) to safeguard and promote the welfare of local children, protect them from harm, identifying and responding to their needs, including:-

'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. 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, 2.103 & 104)

The headteacher is fully aware of statutory guidance in KSCiE 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, supply teachers, students and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff, supply teachers, students, volunteers and contractors understand and comply with the Staff Code of Conduct.
- The school evaluates safeguarding policies & procedures at least on an annual basis and using the online platform returns the completed Safeguarding Self Evaluation (SEF) using the S175 online tool to Manchester Local Authority as requested.
- The SEF and Action Plan will be shared with governors at least annually.
- A designated senior member of staff, known as the **Designated Safeguarding Lead** is appointed with a clear job description. The DSL has lead responsibility for child protection and safeguarding and receives appropriate on-going training, support and supervision, as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware 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, supply teacher, student and volunteer's Information Package. Safeguarding matters are also fully covered as part of all induction processes.
- The school co-operates fully with Manchester City Council and Manchester Safeguarding Partnership multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the process for escalation of concerns. 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. DSLs can be contacted if necessary out of hours and during school holidays by use of the school's main email address.

- 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 pupils and such concerns are addressed sensitively and effectively. All concerns are initially raised verbally with a DSL and then recorded fully on CPOMS, the school's online electronic record keeping system.
- Any staff who are carrying out regulated activity 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.
- Risk assessments are undertaken to establish that the appropriate checks take place on volunteers.
- There are appropriate procedures in place to ensure that there is no risk to pupils 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. Thorough vetting would take place before any organisation or speaker were authorised to use the school's facilities.
- 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 THE DESIGNATED SAFEGUARDING LEAD

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 DSL takes lead responsibility for Early Help, safeguarding and child protection, although some activities are delegated as appropriate.

The Designated Safeguarding Team will

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture of listening to children and taking account of their wishes and feelings and also understand the difficulties some children may have in approaching staff about their circumstances.
- Work closely with the school's lead for mental health (who also sits on the DSL team).
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE, MSP and LA concerning safeguarding, for example through DSL networks, Safeguarding Newsletters and Circular Letters 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, there are regular safeguarding updates provided during the year, with an annual safeguarding training day for all staff; every three years all staff who are not DSLs undergo child protection refresher training.
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures and follow the escalation process if necessary. All referrals are logged on CPOMS, the school's online recording system, which allows for monitoring and quality assurance by the headteacher/lead DSL.
- Understand the assessment process for providing early help.
- Have a working knowledge of how local authorities conduct a child protection case conference and review conference, and be able to attend and contribute to these effectively.
- Refer cases to the Channel programme where a radicalisation concern exists, or support other staff who have made such referrals.
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSLs, receive the appropriate funding, training, resources and support needed to undertake this role.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance.
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- Ensure that all staff and volunteers understand and are aware of 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.
- Create and maintain child protection files and keep them up to date.

- Keep information confidential and store securely within a separate file for each individual child; this information is usually saved within a child's CPOMS record and related documentation is uploaded to the child's account, only DSLs can access this information as they have higher permission levels.
- Help promote educational outcomes for vulnerable learners, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues
- Share and transfer safeguarding and child protection information as appropriate. On a pupil by pupil basis, the designated safeguarding team will agree on the nominated DSL who will be responsible for the sharing and transfer of information. The majority of outgoing information occurs automatically via CPOMS, but where a receiving school does not use this online platform, information is shared via secure egress or via password protected documentation. All actions relating to the outgoing transfer of information will be recorded within the pupil's CPOMS record; all schools receiving transfer information are required to email confirmation of receipt, this confirmation is also logged within the pupil's CPOMS record, which can be done even when a pupil has left. The headteacher/lead DSL checks CPOMS regularly for any transfer information that is incoming for pupils newly admitted to Cheetwood and alerts the rest of the DSL team when the information has been transferred so they can familiarise themselves with it. Once a pupil leaves, copies of safeguarding and child protection information is retained in line with the school's retention schedule.
- 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, even during the school holidays. In the unlikely event there are no staff available from the school during holiday periods, then the DSL will contact the local authority to ask for advice.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Understand the lasting impact that adversity and trauma can have on children and young people.
- Ensure the Safeguarding Policy is available publicly on the school website and parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this. Consent will always be sought prior to a referral being made, although the child's safety and welfare will always take precedence and be at the heart of all school policies and procedures.

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 Online Safety Leader may also at times contribute to the safeguarding practices of the school.

2.4 ALL STAFF

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'.
- Read Part 1/Annex A/AnnexB of KCSiE 2021 appropriate to their roles, as directed by senior leaders.
- 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, Safe and Together, Signs of Safety and the ACT model.
- Attend training sessions/briefings as required to ensure that they follow relevant policies/procedures e.g. Behaviour Management, Anti-Bullying, Positive Handling
- Provide a safe environment where pupils can learn effectively and happily.
- Be aware of specific vulnerabilities of some pupils, including those with poor attendance and those with a social worker.
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue.
- Be approachable to pupils 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 pupils 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 In accordance with KCSiE 2021 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 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
- Online safety

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 context, for example, The Toxic Trio, Neglect, Radicalisation and Extremism, Trafficking, Grooming, County Lines, Online Safety and Prevent. 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 need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children. All support staff at Cheetwood underwent training on ACEs during 2020.

3.6 All staff must ensure that they have read and understood Part 1 of 'Keeping Children Safe in Education' (or Annex A and/or Annex B as appropriate to their role) including any annual revisions. This is a signed document and part of annual basic safeguarding training. All staff are expected to complete a form and answer a series of questions about KCSiE to show they have paid attention to and understood the document and their safeguarding responsibilities. This evidence is retained by the headteacher/lead DSL.

3.7 In order to recognise the expertise built within staff by training and managing concerns on a daily basis, staff are with the opportunity to contribute to and shape safeguarding arrangements and the school's safeguarding policy.

3.8 All interview panels will include at least one member that has completed up to date Safer Recruitment training in the last 3 years.

4. SAFEGUARDING POLICY AND PROCEDURES

4.1 PUPIL VOICE

Pupils are encouraged to contribute to the development of policies and share their views. There is a comprehensive cycle of consultation in the school, including an annual pupil voice day each spring term, as well regularly pupil interviews with senior leaders throughout the year.

4.2 POOR ATTENDANCE

4.2.1 We view poor attendance as a safeguarding issue and in accordance with the school's attendance policy, absences are rigorously pursued and recorded. 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 The school's attendance policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important; in certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.

4.2.3 We implement the statutory requirements 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. 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.

4.2.4 The school follows the Anxiety Based School Avoidance Guidance (Manchester City Council updated September 2021) to assist with strategies for supporting children 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 and all avenues of successfully contacting the parents/carers have been exhausted.

For further information on how the school manages poor attendance and supports families in this area, please refer to the school's Attendance and Punctuality Policy published on the website.

4.3 ALTERNATIVE PROVISION

4.3.1 The school will only place pupils in alternative provision (AP) which is a registered provider, has been quality assured and judged by Ofsted to be good or better.

4.3.2 Pupils who require access to AP will have a personalised learning plan designed to meet their needs. The school's DSL will work with the DSL at the AP to ensure any safeguarding concerns are followed up appropriately.

4.4 EXCLUSIONS

4.4.1 The school complies with statutory regulations and the LA Inclusion Policy (October 2019, updated 2021).

4.4.2 The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open Early Help, Child in Need or Child Protection Plan, the EH practitioner or social worker will be informed.

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

4.4.3 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 child and their family and that the key agencies are involved.

4.5 VULNERABLE GROUPS

4.5.1 We ensure all key staff work together to safeguard vulnerable children. 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.

4.5.2 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 and has specific additional needs, or has certain health conditions
- 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
- Has or has had a social worker
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/going 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
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned to their family from care
- Is a privately fostered child
- Is an international new arrival, refugee or asylum seeker
- Is looked after, previously looked after or under a special guardianship order
- Is persistently absent from education, including persistent absences for part of the school day

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

- Assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than others
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges (KCSiE Part 2, 185).

4.5.4 Children requiring mental health support can face additional safeguarding challenges. In some cases, mental health problems can 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, 169 -175)

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

4.5.6 The school ensures 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; the school will work with relevant social workers and the Virtual School in respect of any looked after/previously looked after children.

4.6 PEER ON PEER/CHILD ABUSE

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

4.6.2 The school's Peer on Peer Abuse Policy (Appendix A) clearly outlines our procedures and approach to this issue and are summarised below

- The procedures to minimise the risk of peer on peer abuse
- The systems in place for children to confidently report abuse, knowing their concerns will be taken seriously
- How allegations of peer on peer abuse will be recorded, investigated and dealt with
- Processes as to how victims, perpetrators and any other children affected by peer on peer abuse will be supported
- Recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being 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 peer on peer abuse is unacceptable and will be taken seriously
- The different forms peer on peer abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2021

4.6.3 Peer on peer abuse is also covered within the school's Behaviour and Anti-Bullying Policies.

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, ideally, co-ordinate a meeting between ourselves, Manchester Elective Home Education Team and other key professionals to ensure 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 the DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education.

4.8 COMMUNITY SAFETY

4.8.1 SERIOUS VIOLENCE

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

4.8.2 CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. For example, younger children are taught about Stranger Danger; we link with such supporting agencies as PCSOs who come into school to provide information sessions for the older children.

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.

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 who have day to day care of the child and 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 (at least 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 The school keeps and maintains up to date information on pupils 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 events in a child's life.

5.1.2 The school keeps copies of all referrals to Children Services, the Early Help Hub and any other agencies related to safeguarding children.

5.1.3 The school keeps safeguarding records secure.

5.1.4 The school sends a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school as soon as we are informed of the new school. We keep a copy of the file in accordance with school policy (Appendix E) and statutory and LA guidance (See Appendices A, B & D).

5.1.5 Any incidences pertaining to a child, whether it is 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 are 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 without delay, or the senior staff member who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's electronic safeguarding recording system (CPOMS)
- The team of DSLs at Cheetwood are alerted to all CPOMS incidents; this allows for every DSL to be fully availed of all safeguarding concerns and the action that has been taken, it also allows for DSLs to meet as is required to discuss if further action is required and by whom this will be undertaken

5.3 WORKING WITH PARENTS /CARERS

5.3.1 The school's 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, including at least 2 emergency contacts 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 and are given the opportunity to address any concerns raised.

5.3.4 The school's 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; if a referral is ever made, we will first inform and gain consent from parents/carers **unless it is believed that by doing so would place the child at risk** eg in cases of suspected sexual abuse.

We will record the reasons if consent is not gained.

In such cases, the DSL will seek advice from Manchester's Social Care Advice and Guidance Service.

5.4 MULTI-AGENCY WORKING

5.4.1 The school 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 Manchester's Safeguarding Partnership.

(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 The school will develop effective links with the Early Help Hubs and carry out an early help assessment (EHA) as appropriate.

5.4.3 The DSL will notify the named social worker

- 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
- If the school receives an Operation Encompass notification and believes the social worker may not be aware of the circumstances
- Of any other information required which has been agreed as part of any child protection plan or core group plan.

5.4.4 DSLs will review concerns if necessary, as detailed within KCSiE (Part 2, 70) and will follow LA and MSP procedures if there is a need to re-refer or escalate.

5.5 CONFIDENTIALITY AND INFORMATION SHARING

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

5.5.2 Information about pupils 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 child's best interests, in order to safeguard them and promote their welfare and educational outcomes. This is a matter of routine.

5.5.4 The school has arrangements in place that set out clearly the process and principles for sharing information within school and with the Manchester Safeguarding Partnership, 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 the reasons for these decisions.

5.5.5 The school complies 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. We understand that data protection does not prevent the sharing of information for the purpose of keeping children safe. Fears about sharing information will not stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSiE p110)

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 A CP 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 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, including in the school holidays. However, on the very rare occasion none of the four designated safeguarding leads can attend, we will still communicate advice and concerns via a portal seen most suitable for the case and type of meeting; we will also inform the LA's Safeguarding in Education Team if it is not possible to send representation to a meeting scheduled in the school holidays.

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

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

5.6.5 DSLs will discuss and share reports with the parents/carers before the conference.

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

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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

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 LEARNING FROM SERIOUS CASES

5.8.1 The Manchester Safeguarding Partnership will always undertake a child practice review or 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 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, the school will provide an individual management report for a SCR and will cooperate fully with implementing outcomes of the review, including reviewing policy, practice and procedures, as required.

5.8.3 The school's DSLs will keep up to date with the findings from SCRs and other learning reviews nationally and in Manchester, share the learning and review our safeguarding procedures if relevant.

6 THE CURRICULUM

The school is fully committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life. This encompasses face to face teaching, blended learning and online learning, as needed, in response to any crisis situation that may arise eg health pandemics.

6.1 All pupils at Cheetwood 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 wide range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

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

The school provides pupils with access to a wide range of extra-curricular and enrichment activities which promote these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.

6.3 Personal, Social, Emotional and Health Education, Relationships Education, Religious Education and Citizenship lessons all provide opportunities for pupils 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.

6.4 The school takes account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. County Lines, Domestic Abuse, CSE, Peer on Peer/Child on Child Abuse, Radicalisation and Extremism, Honour-based Abuse, including Modern Slavery, Female Genital Mutilation, Breast Ironing and Forced Marriage.

6.5 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 (see **5.7.2** above).

6.6 Pupils are encouraged to contribute to the development of policies (see **4.1** above)

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, 119 -22).

7 ONLINE SAFETY

7.1 All staff at Cheetwood understand online safety is a safeguarding issue not an ICT issue and that children must be safeguarded from potentially harmful and inappropriate online material. The school's leader for online safety is Mr. Lee Hardy.

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.

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.

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

7.3 The school ensures 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. All online safety incidents brought to the school's attention are recorded on CPOMS. Immediate action is taken in respect of any incident. All records and actions taken are monitored and analysed every term by senior leaders for quality assurance purposes, who will then decide if any further action is necessary.

The school also uses an appropriate level of security protection in order to safeguard our systems, staff and children from evolving cyber-crime technologies.

7.4 The children are encouraged to use social media safely, including opportunities for them to think and discuss the issues and check their sources of information.

7.5 The children are strictly not allowed to bring any devices into school and so there is no risk of misuse or a compromise to expected standards of behaviour whilst on the site. This is outlined fully in the school's Mobile Phone and Smart Watch Policy.

7.6 The school has separate online safety and ICT acceptable use policies in place, 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.

7.7 The school follows the MSP guidelines 'Safeguarding online guidelines for minimum standards' and advice on the UK Safer Internet Website.

7.8 Staff work with pupils and parents to promote good practice in keeping children safe online, including supporting their children's learning at home. 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. The school does this through workshops, more bespoke meetings of support and information published on the school's website.

7.9 The school ensures the curriculum appropriately educates pupils 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 parents are up to date about potential new sites that may not be safe for their children. DSLs and the Online Safety Leader will attend all relevant training and ensure that they are aware of current potential risks

7.9 The school ensures all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. Expectations are clearly outlined within published communication protocols.

8 SAFER RECRUITMENT AND SELECTION OF STAFF

8.1 The school's recruitment and selection policies and processes adhere to the DfE guidance in KCSiE 2021. The school's Safer Recruitment Policy, based on the LA model policy (Appendices D & E) is reviewed annually by the governing body and is published on the school's website. The school's safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people from applying or securing employment or volunteering opportunities in our setting. These measures are outlined below and expanded fully in the school's Safer Recruitment Policy, which was reviewed and updated in October 2021 in line with changes to KCSiE 2021.

8.2 The headteacher and governing body 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. 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, especially now the country has left the EU. Members of the governing body are also subject to DBS checking and a section 128 check.

8.3 At least one member of any recruitment panel will have attended up to date Safer Recruitment Training within the past 3 years. Currently two senior leaders have up to date Safer Recruitment Training, completed in 2020.

8.4 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.

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

8.6 Written notification will be requested from any agency or third party organization used by the school to conform that the organization has carried out the statutory recruitment checks required.

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

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

9.1 The school adheres to section 4 of KCSiE 2021 when dealing with allegations made against staff, supply staff, volunteers and contractors, applying the appropriate level of concern criteria and managing the process accordingly.

9.2 The school will work closely with the police, children's social care and the Manchester City Council 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 jeopardizing any future police investigation

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

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

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

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

9.7 Concerns that do not meet the harm threshold may include

- Suspicions or nagging doubts about a member of staff
- Complaints
- Disclosures made by 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 behaviour early thus minimizing the risk of abuse.

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

9.10 Low level concerns are reported to the headteacher and may also be self-referred.

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

9.12 All allegations made against a member of staff and volunteers, including supply teachers and 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.

9.13 The school ensures 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.

9.14 Historic allegations will be referred to the police.

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 pupils and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls, ensure that all pupils are fully protected from any malign influences or abuse.

10.2 The school site is secure with safeguards in place to prevent any unauthorised access and also to prevent pupils leaving the site unsupervised. Senior leaders and staff have a good up to date knowledge of the local area and any safeguarding risks to the wider community.

10.3 All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained. It may be necessary to undertake an assessment of the educational value, age appropriateness and content of the visitor's itinerary. Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check.

10.4 The school ensures 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 and set out our safeguarding requirements in any contracts between school and the contractor's organisation. We always check the identity of contractors and their staff on arrival at the school.

10.5 The school operates a strict responsible booking protocol and carries 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 When the school is let, if services or activities are provided by the governing body, under the direct supervision or management of school staff, the school's arrangements for child protection will apply.

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

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

10.9 The school has 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.

10.10 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.

11 COMPLEX SAFEGUARDING

11.1 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.

11.2 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, p134)

APPENDICES A to G

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 2021 Part 1 is read by all staff and is a signed document to demonstrate they understand their responsibilities.

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 **Keeping Children Safe in Education September 2021**. Staff should refer to the full guidance if they wish to read the information in more detail.

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(1)(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” Abuse

So-called ‘honour-based’ abuse 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.

THE SCHOOL'S PROCEDURE AND RESPONSE MECHANISM TO PEER ON PEER ABUSE, SEXUAL VIOLENCE AND SEXUAL HARASSMENT

School leaders are aware that detailed advice to support schools and colleges regarding sexual violence and sexual harassment was published in March 2021. The advice includes how these types of abuse present, important contexts to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.

At Cheetwood Primary School, all staff recognise that children are capable of abusing their peers. The senior leadership team and governing body are responsible for ensuring that procedures exist to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. There is also a clear procedure on how victims of peer on peer abuse will be supported.

All staff are aware of peer on peer abuse. This is most likely to include, but not be limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating violence and rituals, consensual and non-consensual sharing of nude and semi-nude images and/or videos. These issues are addressed through our PSHE/safeguarding curriculum and assemblies throughout the year. Addressing inappropriate behaviour, even if appears to be relatively innocuous, can be an important intervention that helps prevent problematic behaviour in the future.

All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found saved in the safeguarding folder on the school system. Staff members who are concerned that a child might have been / is being abused by another child will follow the school's safeguarding and child protection procedures and report concerns to a Designated Safeguarding Lead (DSL).

In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. Safeguarding is actively taught as part of the curriculum. However, whilst adults in school are working hard to keep children safe, it is recognised that children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst pupils in their understanding of particular issues and what actions they can take to be safe.

We incorporate keeping safe, healthy relationships and life styles, hate crime and British values etc into our curriculum time in an age appropriate way for the year groups in school. From September 2020 we have also started to include Relationships Education and Health Education within the curriculum, in line with DfE requirements and the national curriculum.

Older pupils are taught to understand the issue and meaning of consent as delivered in the RSE curriculum.

Pupils are made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult; it will never be dismissed as normal behaviour.

Robust systems for dealing with safeguarding concerns are well known by all and securely embedded in school. All allegations of abuse and neglect, whether suspected or known, are treated seriously and confidentially. Abuse is abuse and is never tolerated or passed off by staff as "banter", "just having a laugh" or "part of growing up". We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to Keeping Children Safe in Education 2020 and within the MSP website.

When incidents of sexual violence and sexual harassment occur, the school's response is ultimately decided on a case-by-case basis. Using their professional judgement, the team of DSLs will discuss and agree on the next course of action. Incidents of peer-on-peer abuse may need to be dealt with in various ways.

Incidents of bullying are dealt with via the school's anti-bullying policy and/or behaviour policy. Incidents which take place outside of school may need to be addressed in school.

However, school leaders are clear that where professional advice needs to be sought from external partners, it will be. The school's DSLs will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime. The school will put a proportionate and supportive package of care in place for those affected. This may include support from the school's head of pastoral care (who is also a DSL) or a referral to a relevant and appropriate supporting agency.

All information is handled in accordance with the school's Safeguarding policy and Data Protection policy, which have been written in line with HM Government guidance – 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018', and the 7 principles of information sharing within that document.

The school adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes: How to respond to incidents and safeguarding young people' in respect of our response to sexting. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found saved in the safeguarding folder on the school system.

Responding to reports of sexual violence and/or harassment

It is crucial that school leaders are confident in responding to any reports of sexual violence or harassment and whatever the school's response, it will be underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated.

The victims' wishes and feelings will be taken into account when determining what action to take and what services to provide. Systems are in place for children to report concerns, express views and give feedback.

There are four likely scenarios for the school to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to manage the incident internally, perhaps through utilising the behaviour policy and by providing pastoral support.
- All concerns, discussions, decisions and reasons for decisions will be recorded in full on the school's electronic recording system (CPOMS).

2. Referral to Early Help

- In line with 1 above, the school may decide that the children involved do not require statutory intervention, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Full details of the early help process are in chapter one of Working Together to Safeguard Children July 2018; a copy of which can be sourced in the safeguarding folder on the school system.

- Multi-agency early help is most effective when placed alongside strong school policies, preventative education and engagement with parents/carers.
- All concerns, discussions, decisions and reasons for decisions will be recorded in full on the school's electronic recording system (CPOMS).

3. Referral to Children's Social Care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, without delay, the school will make a referral to children's social care.
- At the point the referral to children's social care is made, the school will generally inform parents/carers of the referral, unless there are compelling reasons not to (for example, if informing the parent/carer is going to put the child at additional risk). Any such decision will be made with the support of children's social care.
- After a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the DSLs will work alongside, and co-operate with, the relevant lead social worker. Collaborative working will help to ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that may require support.

- The school will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It is important for the DSLs to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved and all children at the school, if necessary, will be immediate.
 - In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the DSL) will refer again if it is believed the child/ren involved remains in immediate danger or at risk of harm.
- If a statutory assessment is not appropriate, the DSL will consider other support mechanisms such as school-led pastoral support, early help, or more specialist support.
- All concerns, discussions, decisions and reasons for decisions will be recorded in full on the school's electronic recording system (CPOMS).

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
 - Where a report of rape, assault by penetration or sexual assault is made, the immediate starting point is to pass this information on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
 - At this stage, the school will generally inform parents/carers unless there are compelling reasons not to (for example, if informing the parent/carer is going to put the child at additional risk).
- In circumstances where parents/carers have not been informed, it is especially important that the school supports the child in any decision that is taken. This will be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school will consult with the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents/carers. The best way to protect the victim and their anonymity will also be discussed.
 - In some cases, it may become clear very quickly, that the police, for whatever reason, will not take further action. In such circumstances, the school will continue to engage with specialist support for the victim, as required.
 - All concerns, discussions, decisions and reasons for decisions will be recorded in full on the school's electronic recording system (CPOMS).

After government action to tackle the issues raised by testimonies given on the Everyone's Invited website, NSPCC has been commissioned to run the helpline which we will publicise in school and via other communication systems – 0800 136 663. This number is for children and young people who are victims of sexual abuse, adult victims, parents/carers of victims and professionals working with children and young people. It is to report or share incidents which have happened both in and outside of the educational setting.

Guidance documents/appendices for school policies and reference:

[Keeping Children Safe in Education 2021](#)

[What to do if you're worried a child is being abused – Advice for practitioners March 2015](#)

[UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes: How to respond to incidents and safeguarding young people December 2020](#)

[Working Together to Safeguard Children July 2018](#)

[Sexual violence and sexual harassment between children in schools and colleges May 2018](#)

[Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018](#)

[Governors Handbook October 2020](#)

APPENDIX B

Legislation, Statutory Guidance and Ofsted Framework

- Keeping Children Safe in Education September 2021
- Ofsted Section 5 Inspection Framework for Schools
- Inspecting Safeguarding in Early Years, Schools & Skills Settings
- 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
- DfE Children Missing Education Statutory Guidance
- DfE The Designated teacher for looked after and previously looked after children Statutory Guidance
- DfE Supervision of Regulated Activity
- Disqualification under the Childcare Act 2006, update August 2018
- Alternative Provision Statutory Guidance
- Teachers' Standards
- Governors' Handbook
- Listening to and Involving Children and Young People Statutory Guidance
- Health & Safety Legislation

APPENDIX C

Non-Statutory Guidance

- DfE What to do if You are Worried a Child is Being Abused - Advice for Practitioners
- Safer Working Practices, Safer Recruitment Consortium
- 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
- DfE Teaching Online Safety in School
- NSPCC Whistleblowing Adviceline

APPENDIX D

Manchester City Council and Manchester Safeguarding Partnership

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, including escalation process
- 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

Other Relevant Education Department Policies/Guidance

Schools Hub:-

- Safeguarding model policy and guidance
- Safer Recruitment model policy
- Safeguarding children with SEND
- Manchester Governors' Handbook MCC
- Attendance Guidance
- CME Guidance
- Inclusion Strategy

UKIS Governors' Guidance for Online Safety

Manchester Knife and Weapon Carrying in Schools and Colleges Guidance (Knife Crime Protocol)

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
- Lettings

APPENDICES F & G

COVID-19 School Closure Arrangements for Safeguarding and Children Protection