



Cavendish Community Primary School Safeguarding & Child Protection Policy

Date: Updated September 2020

SAFEGUARDING POLICY

Cavendish Community Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is Mrs Jo Taylor		
In their absence, the authorised member of staff is David Griffiths		
KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
<i>Jo Taylor</i>	<i>Headteacher Safeguarding team member.</i>	<i>0161 445 1815 Ext 206</i>
<i>Helen Devine</i>	<i>Assistant Head teacher – mental well-being lead</i>	<i>0161 445 1815 Ext 210</i>
<i>David Griffiths</i>	<i>Deputy Headteacher DSL</i>	<i>0161 445 1815 Ext 210</i>
<i>Diane Berisford</i>	<i>Admissions and Attendance Officer Safeguarding team member.</i>	<i>0161 445 1815 Ext 219</i>
<i>Clare Powell</i>	<i>Assistant Headteacher Safeguarding team member.</i>	<i>0161 445 1815 Ext 215</i>
<i>Sarah Hookes</i>	<i>SENDCO</i>	<i>0161 445 1815 Ext 209</i>
<i>Kirsty McCrindle</i>	<i>SENDCO</i>	<i>0161 445 1815 Ext 209</i>
<i>Roisin Carroll</i>	<i>SENDCO</i>	<i>0161 445 1815 Ext 209</i>

NAMED GOVERNOR for Safeguarding & Prevent	Contact Phone Number/Email
Catherine Alnuamaani	0161 445 1815 alnuamaani_c@trinityhigh.com

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

- All staff have regular safeguarding training, are aware of indicators of abuse and neglect and are trained in the use of CPOMS. Any safeguarding concern will be entered onto CPOMS and acted upon by one of the 4 members of the Safeguarding team.
- All visitors to school are given a safeguarding leaflet when they sign in. As they do not have access to CPOMS, this gives details of the safeguarding team and instructions about what to do if they have a concern (added as an appendix to this policy).
- On receiving a notification from CPOMS, safeguarding team members will, ideally, discuss a course of action with another team member before proceeding.
- Depending on the nature of the concern, a member of the safeguarding team will undertake the following tasks: talk to the child/children involved and seek to reassure them; speak to the parents/carers of the child involved, unless this places the child in danger of harm; contact the Early Help Hub for advice and possible referral; contact the MASH team for advice and possible referral; call the Contact centre to make a telephone referral and then email referral form to them at mcsreply@manchester.gov.uk
 - Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
 - Social Care Advice & Guidance Service: 0161 234 5001
 - Complex Safeguarding Hub Advice Line: 0161 226 4196
 - MCC Safeguarding in Education Team: 0161 245 7171

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

- Immediately inform the DSL or a member of the safeguarding team.
- DSL to contact the LADO on 0161 234 1214 and take advice and guidance. This may lead to a strategy meeting which may or may not lead to a suspension pending a full investigation.
- Inform chair of governors and safeguarding governor.

- Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime, internally or externally, can be found in our Whistleblowing Policy (updated September 2018) on our school website.
- The number for the NSPCC Whistleblowing Helpline: 0800 028 0285 is displayed in shared staff areas across the school.

This 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
September 2018	Policy created	David Griffiths
September 2019	Policy reviewed	Staff and Governing body
September 2020	Policy reviewed	Staff and Governing body

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2020-21	24/09/20	Oliver Gibson

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1. INTRODUCTION

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

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

Our approach is child-centred.

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (KCSIE, Part 1, p 5)

See KCSIE Part 1, Part 5 & Annex A for definitions and further information about:-

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect (1.19 – 1.26)
- **Channel (Annex A, p90)**
- **Child Criminal Exploitation (1.28, Annex A, p83)**
- **Child Sexual Exploitation (1.28, Annex A, p84)**

- Children and the Court System (Annex A, p83)
- Children Missing Education (Annex A, p83)
- Children with Family Members in Prison (Annex A, p83)
- County Lines (Annex A, p85)
- Domestic Abuse (Annex A, p85)
- Early Help (1.18)
- Homelessness (Annex A p86)
- Mental Health (1.34 -1.38)
- Online Safety, including Education at Home (Annex C, p102-104)
- Peer on Peer/Child on Child Abuse – including sexual harassment, upskirting & sexting (1.29, Part 5 & Annex A, p91)
- Prevent Duty (Annex A, p90)
- Preventing Radicalisation (Annex A, p89)
- Serious Violence (1.31)
- Sexual Violence and Sexual Harassment between children in schools and colleges (Annex A, p92)
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing(1.33 & Annex A, p87-89)
- Upskirting (Annex A, p94)

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

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

- protecting children from maltreatment;
 - preventing impairment of children's **mental** 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, p 5)

Ethos

Cavendish Community Primary School is a UNICEF Rights Respecting School and aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2018' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff. The school is committed to supporting the delivery of effective early help using The Multi- Agency Levels of Need and Response Framework. The 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, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups.

This Policy covers the following Rights in respect of UNICEF's The Convention On The Rights Of The Child:

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the freedoms and reputations of others.

Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes

Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally.

Article 28: (Right to education): All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Article 37 (Detention and punishment): No one is allowed to punish children in a cruel or harmful way

- 1.1 Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education **September 2020**' Our policy ensures that we comply with our Statutory Duties (Appendices A & B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C)
- 1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendices D & F)
- 1.4 Our policy complements and supports other relevant school policies (Appendix E).
- 1.5 **Our policy is regularly reviewed and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations, including Covid-19.**

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR HEADTEACHER

Our Headteacher is fully aware of our role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements. We will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, identifying and responding to their needs, 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, **2.81**)

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

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including **supply teachers** and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff **including supply teachers** and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the online tool to the LA as requested
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate **on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.**
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through the work of our Safety Protectors and is accessible to all children. They have had a hand in developing child friendly policies which are displayed in communal areas.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. If these are found to be ineffective, this will be raised with the relevant line manager. **Members of the Safeguarding Team are contactable out of school time and will, if possible, attend multi agency meetings held outside of term time.**
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively. Relevant policies, including the Whistle Blowing Policy can be found on the school website:
<http://www.cavendish.manchester.sch.uk/page/school-policies/40726>
and all visitors are given a leaflet directing them to these resources.
- Any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.

- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. All bookings of school premises are managed by Nicola Kennedy, who is a member of our Senior Leadership Team and she reviews the suitability of each booking.

2.2 OUR GOVERNING BODY

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

We will ensure that:-

- All policies, procedures and training in our school are effective, taking account of LA and DFE guidance and comply with the law at all times
- A named member is identified as the designated governor for Safeguarding and receives appropriate training.
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. **Addenda or appendices may be added during periods of crisis to reflect changes of circumstance. We will take guidance from the local authority on this and adapt their guidance to suit the context at Cavendish, as was the case with the COVID 19 appendix.**
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. Key staff involved in the recruitment and interview process have regular safer recruitment training (last training 26/09/2018) so that at least one interview panel member has up to date training. Once an appointment has been made, or a volunteer has been approved, the school business manager, Nic Kennedy, is responsible for ensuring DBS checks are completed.
- We have procedures in place for dealing with allegations of abuse against members of staff, **including supply teachers** and volunteers and these are in line with KCSIE and Local Authority procedures. **We will work with the LADO and other relevant agencies to support any investigations.**
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the safeguarding

processes. This is delivered via an annual meeting and new starters have a separate session with the DSL to learn about procedures.

- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. **We have commissioned an external agency to carry out an audit in 2019 and complete the local authority safeguarding SEF.**
- Our governors are able to challenge that online safety and online education duties are fulfilled.

2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a member of our Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. He/she takes lead responsibility for Early Help, safeguarding and child protection, although some activities may be delegated as appropriate.

The DSL, **David Griffiths, and the other members of the safeguarding team - Jo Taylor, Diane Berisford and Clare Powell will:**

- Act as the first point of contact with regards to all safeguarding matters.
- **Work closely with the school's lead for mental health, Helen Devine**
- **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 and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers
- 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 escalation process if necessary .**
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the **appropriate funding, training, resources and support** needed to undertake this role. **Access to professional supervision is recommended practice. This is achieved through external audits and membership to organisations such as Safeguarding Pro.**
- **Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance**
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.

- Help promote educational outcomes for vulnerable children, including those with a social worker, in conjunction with other appropriate colleagues
- Always be available during school/college/setting hours during term time, and at other times as designated by the Headteacher. Each member of the safeguarding team has a school mobile phone which can be used to make contact when needed.

<i>Jo Taylor</i>	<i>Headteacher Safeguarding team member. LAC lead</i>
<i>David Griffiths</i>	<i>Deputy Headteacher DSL LAC lead</i>
<i>Diane Berisford</i>	<i>Admissions and Attendance Officer Safeguarding team member.</i>
<i>Clare Powell</i>	<i>Assistant Headteacher Safeguarding team member.</i>
<i>Sarah Hookes</i>	<i>SENDCO</i>
<i>Kirsty McCrindle</i>	<i>SENDCO</i>
<i>Roisin Carroll</i>	<i>SENDCO</i>

2.4 ALL STAFF

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

All staff will:-

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

- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help, Signs of Safety **and Safe & Together**
- **Sign up to Safeguarding Pro in order to receive weekly safeguarding updates**
- Attend training sessions/briefings as required to ensure that they follow relevant policies eg Behaviour Management Policy/Physical Restraint Policy
- Provide a safe environment where children can learn
- **Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.**
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role

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

3. TRAINING AND AWARENESS RAISING

- 3.1 In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction **and be made aware of the systems within the school/college which support safeguarding eg, The Positive Behavior Policy. They will have a CPOMS account set up for them and be shown how to use it.**
- 3.2 All staff must ensure that they have read and understood 'Keeping Children Safe in Education: Part One' and all staff working directly with children should also read Annex A. **The DSL will email this document and include a short form for staff to reply to confirm they have read it.**
- 3.3 All staff will receive regular child protection training at least every 2 years which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a

concern about the welfare of a child, with regular updates in relation to local and national changes. **The Safeguarding Team will work together to provide this training (23/10/2020)**

- 3.4 **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)**
- 3.5 All staff members will receive regular safeguarding and child protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively. **This is via annual refresher training, through updated provided by Safeguarding Pro and on an ad hoc basis as the need dictates.**
- 3.6 All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years.

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. **We have a pupil voice group called The Safety Protectors who have an input into the safeguarding procedures at Cavendish.**

4.2 POOR ATTENDANCE

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our 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 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.2.3 We implement the statutory and LA requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people
- 4.2.4 **Our attendance procedures can be found here**
<http://www.cavendish.manchester.sch.uk/page/attendance/40710>

4.3 ALTERNATIVE PROVISION (AP)

- 4.3.1 We will only place children in AP which is a registered provider and has been quality assured. MCC advise that schools **should** only use AP that has been judged by Ofsted to be Good or better.
- 4.3.2. Children who require access to AP will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by us in accordance with the School Register Regulations (secondary schools only). Our DSL will work together with the DSL at the AP to ensure that any safeguarding concerns are followed up appropriately.

4.4 EXCLUSIONS

- 4.4.1. We comply with statutory regulations and with the LA Inclusion Policy (October 2019).
- 4.4.2. The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.
- 4.4.3. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved

4.5 VULNERABLE GROUPS

- 4.5.1 We ensure that all key staff work together to safeguard vulnerable children. **The Safeguarding Team hold a monthly meeting to discuss ongoing concerns and any new concerns raised via CPOMS or other sources.**
- 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 needs
 - Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - Is a young carer
 - **Has a social worker**
 - Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups
 - Is frequently missing/goes missing from care or from home
 - Is at risk of modern slavery, trafficking or exploitation
 - Is at risk of being radicalised or exploited

- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Is misusing drugs or alcohol themselves
 - Has returned home to their family from care
 - Is a privately fostered child
 - Is an international new arrival, refugee or asylum seekers
 - Is looked after, previously looked after or under a special guardianship order.
 - **Requires mental health support**
- 4.5.3. Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:-
- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration
 - Being more prone to peer group isolation than other children
 - The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
 - Communication barriers and difficulties in overcoming these barriers (KCSIE, Part 2, 126)
- 4.5.3 **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. (KCSIE, Part 2, 114)**
- 4.5.4. We ensure that staff consider the context in which incidents occur and whether and wider environmental factors (**extra-familial harm**) are present in a child's life that are a threat to their safety and/or welfare.
- 4.5.5. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and the Virtual School.

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

5.1 KEEPING RECORDS

We aim to keep all child protection records about a child on CPOMS. Any hard copies of documents are stored in a locked filing cabinet in the headteacher's office.

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

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

5.1.3 We keep our safeguarding records secure.

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

5.2 RECORDING AND REPORTING CONCERNS

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

- Speak to the DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system
- This is done by staff logging on to their CPOMS account and adding an incident for the child in question. If they do not have an active CPOMS account, they will share their concerns directly with their line manager or a safeguarding team member. This concern is then shared with the safeguarding team which comprises of David Griffiths, Jo Taylor, Diane Berisford and Clare Powell. Helen Devine is also notified if a mental wellbeing concern is raised. Prior to a referral being made, if possible, the incident is discussed between 2 members of the team and next steps decided and roles allocated.

5.3 WORKING WITH PARENTS/CARERS

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

5.4 MULTI-AGENCY WORKING

- 5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 5.4.2 We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.
- 5.4.3 We will notify the named Social Worker if:
- A child subject to a child protection plan is at risk of permanent exclusion
 - There is an unexplained absence of a child who is subject to a child protection plan
 - It has been agreed as part of any child protection plan or core group plan.
- 5.4.4. We will regularly review and concerns if necessary, as detailed in KCSIE and will follow LA and MSP procedures if there is a need to re-refer or to escalate.

5.5 CONFIDENTIALITY & INFORMATION SHARING

- 5.5.1 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.
- 5.5.2 Information about children will only be shared with other members of staff on a need-to-know basis
- 5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, **in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine.**
- 5.5.4 We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.
- 5.5.5 We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information lawfully and keep it safe and secure, **with appropriate retention schedules. Our compliance with GDPR is supported by Stockport MBC Information Governance Service and we are working towards completion of our Personal Data Audit. David Griffiths and Nic Kennedy are responsible for its completion.**

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

- 5.6.1 A child protection conference will be held **by Social Care** if it is considered that the child is suffering or at risk of significant harm.
- 5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. **Where possible, a consistent member of the safeguarding team will attend all meetings for a child – this includes meetings which take place during school holidays. If this isn't possible, another member of the team will familiarize themselves with the case and deputise. If there is nobody available to attend, the school will arrange with the chair of the meeting to send a written update.**
- 5.6.3 Members of staff who are asked to attend a child protection conference or other core group meetings **(either in person or virtually)** about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the

most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.

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

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

5.6.3 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 must be clear with children that they cannot promise to keep secrets.

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

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

5.8 LEARNING FROM SERIOUS CASES

5.8.1 The MSP 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 we 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 Our DSL 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

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

- 6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- 6.2. This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenge and to make informed choices in later life.
- 6.3 Personal Social and Health Education (PSHE), Sex and Relationship Education (SRE), Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues. **We will be ready to fulfill the expectations of the new SRE/RE curriculum when it becomes statutory in summer 2021.**
- 6.4 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/**Child on Child** Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation **& breast ironing**, Modern Slavery and County Lines.
- 6.5 All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.
- 6.6 Children are encouraged to contribute to the development of policies. **The DSL works with a pupil voice group to ensure the children's voice is heard in this process.**

7 . ONLINE-SAFETY

- 7.1 Online safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- 7.2 The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.4 We will ensure that appropriate filtering methods (without ‘over-blocking’) are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. This is provided by One Education’s Barracuda filtering system. We also use Esafe to monitor and report on use of the internet and school network. Both systems send reports to the DSL and headteacher.
- 7.5 We will encourage children to use Social Media safely, including opportunities for them to think and discuss **the issues and to check their sources of information.**
- 7.6 We will ensure that children do not misuse their devices whilst in school. **Children in years 5 and 6, who make their own way to school, are allowed to bring mobile phones into school. They must be switched off on school premises. Pupils have their own Acceptable Use Policy which outlines the expectations around the responsible use of school devices. It makes it clear that the devices are monitored and reports of misuse are sent to the DSL and headteacher.**
- 7.7 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies **and platforms** used, both on and offsite. **The staff code of conduct and the school’s use of social media networking policy are also explicit about the expectations around the appropriate use of technology.**
- 7.8 We follow the MSP guidelines ‘Safeguarding online guidelines for minimum standards’ and the advice on the UK Safer Internet Website. **We are working towards 360 Accreditation as recommended by the LA Audit team. The areas for development from this audit will for the core of the safeguarding action plan for the coming year.**

- 7.9 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. We have links on the school website to Parent Info and CEOP and hold parental sessions when the need arises.
- 7.10 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. If a teacher is holding a Google Hangout with their class, they will record the meeting.

8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE and the LA model policy for Safer Recruitment (Appendices A & D)
- 8.2 At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years
- 8.3 All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. Staff are reminded via the DBS process and via email reminders.
- 8.4 The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate. We currently do not have any out of school activities running at school however, in normal times, we require all providers to supply us with DBS certificates. This includes for substitute staff who only cover for one week.
- 8.5 The school maintains a single central record of all recruitment checks undertaken.
- 8.6. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 8.7 Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- 8.8 Risk assessments are carried out on all volunteer activities as required.

9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

9.1 We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff and volunteers, including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk). The allegation will be considered initially by the headteacher, bearing in mind the wellbeing of all of those involved in the allegation and confidentiality. If the allegation is directed at the headteacher, it will be referred to the Chair of the Governors. If the allegation meets any of the following criteria and it is alleged that 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; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children,

then the local authority designated officer (LADO) should be informed immediately so that they can consult with the police and children's services and gather evidence to decide on a course of action.

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

9.3 Allegations will be referred to the LADO for investigation if they meet the threshold. (KCSIE). We will work with the LADO and other relevant agencies to support any investigations.

9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. The procedures for raising a concern are set out in our whistleblowing policy.

9.5 Historic allegations will be referred to the police.

10.SAFETY ON & OFF SITE

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

- 10.2 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- 10.3 All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained. We have adapted our Inventory visitor signing in system to comply with COVID track and trace protocols.
- 10.4 We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identities of contractors and their staff on arrival.
- 10.5 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. Our school business manager will assess each booking individually.
- 10.6 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. Our premises are currently unavailable for bookings but in normal times, the school business manager assess each booking individually.
- 10.7 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- 10.8 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.9 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy of High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.
- 10.10 We have a Health & Safety policy eg for contacting parents and for reporting to the emergency services, including police and hospitals.

APPENDICES

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

A.Legislation, Statutory Guidance & Ofsted Framework

- **Definitions of Abuse & Neglect from ‘Working Together to Safeguard Children’ (updated 2018)**

Significant Harm

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

Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or

unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **'Keeping Children Safe in Education', Part 1, to be read by all staff & volunteers and Annexe A by all staff working with children**

+ links to the following:-

- 'Keeping Children Safe in Education', in full - latest update, currently September 2020
- Ofsted Section 5 Inspection Framework for Schools
- Inspecting Safeguarding in Early Years, Schools & Skills Settings'

- 'Working Together to Safeguard Children'
- Prevent Duty, Section 26 Counter Terrorism & Security Act
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools
- DFE Children Missing Education, Stat Guidance
- DFE Designated Teacher for LAC Guidance
- DFE Supervision of Regulated Activity
- Alternative Provision, Stat guidance
- Teachers' Standards
- Governors' Handbook
- 'Listening to & involving children & young people', stat guidance
- Health & Safety Legislation

B.Non-statutory Guidance

- DFE 'What to do if you are worried a child is being abused - Advice for practitioners'
- 'Safer Working Practices'
- DFE National Standards of Excellence for Headteachers,
- DFE 'Use of Reasonable Force in Schools',
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Adviceline

C.MCC, MSP & GM Policies, Procedures & Guidance

Links to:-

MSP Website:-

- MSP & GM Policies
- MSP Multi-agency Levels of Need & Response Framework,
- Safeguarding Concerns, Guidance & Proformas, including escalation process
- MSP LADO Referral Process
- MSP Learning From Serious Case Reviews

Help & Support Manchester Website:-

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

National Police Chiefs' Guidance

D. Links to Other Relevant School/EY Setting/College Polices/Procedures

- Health and Safety

- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers

E. Links to Other Relevant Education Department Policies/Guidance

Schools Hub

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

UKIS Governors' Guidance for Online Safety

F. Abbreviations

- CiN Child in Need
- CP Child Protection
- CSC Children's Social Care
- DSL Designated Safeguarding Lead
- EH Early Help
- EHA Early Help Assessment
- GM Greater Manchester
- LADO Local Authority Designated Officer
- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board
- SOS Signs of Safety

G. Covid-19 - School Arrangements, March 2020 (updated September 2020)

Appendix COVID-19 School Closure Arrangements for Safeguarding and Child Protection

Cavendish Community Primary School

Policy owner:

Date: 31st March 2020

Date shared with staff: 06/05/2020

Updated : 14th September 2020

1. Context

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

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

This appendix summarises our individual safeguarding arrangements in response to the incident of a future full or partial school closure.

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	David Griffiths	07833051890	d.griffiths@cavendish.manchester.sch.uk
Deputy Designated Safeguarding Leads	Jo Taylor	07833051891	head@cavendish.manchester.sch.uk
Headteacher	“	“	“
Chair of Governors	Oliver Gibson	07941703156	gov.o.gibson@cavendish.manchester.sch.uk
Safeguarding Governor / Trustee	Catherine Alnuamaani	07811733676	alnuamaani_c@school.trinityhigh.com
Others, if applicable	Clare Powell Diane Berisford	07702534830 07508421788	c.powell@cavendish.manchester.sch.uk d.berisford@cavendish.manchester.sch.uk

Vulnerable Children

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

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

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

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

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

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

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

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

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

Attendance Monitoring

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

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

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

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

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

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

Designated Safeguarding Lead

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

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

This might include updating and managing access to child protection online management system, CPOMS (or equivalent) and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

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

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. To access ICPC/RCPC held at Manchester Safeguarding and Improvement Unit, a report should be sent to qualityassurance@manchester.gov.uk whereby a reply email will be sent 24 hours before the conference containing the dial in details and reports from other partners. Please ensure the person sending the report is the person who will be calling into the conference as the SIU will not be contacting other safeguarding staff separately.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS (or equivalent), which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS (or equivalent) from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received.

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

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

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

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

Safeguarding Training and induction

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

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

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

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

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow the relevant safer recruitment processes for their setting, including,

as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

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

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where we are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

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

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

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

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

Online safety in schools and colleges

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

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

Children and online safety away from school and college

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

Any online teaching or meetings with children via Google Classroom should follow the same principles as set out in the school's existing safeguarding and use of IT policies for eg, the **Acceptable Use Policy**.

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

Below are some things to consider if we decide to deliver virtual lessons, especially where webcams are involved:

- No 1:1s, groups only (except with explicit permission from parents)
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

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

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

Details of this plan must be recorded on CPOMS (or equivalent), as should a record of contact have made.

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

We and our DSL Team will work closely with all stakeholders to maximise the effectiveness of any communication plan.

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

The school will share safeguarding messages on its website and social media pages.

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

Supporting children in school

We are committed to ensuring the safety and wellbeing of all its students.

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

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

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

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

Peer on Peer Abuse

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

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

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

Concerns and actions must be recorded on CPOMS (or equivalent) and appropriate referrals made.

Advice, Guidance & Support from the LA

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