



St Agnes CE Primary School

Child Protection and Safeguarding Policy and Procedures

Approved by:	The Governing Body	Date: /10/2020
Last reviewed on:	09/2019	
Next review due by:	09/2021	

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 27(UNCR)

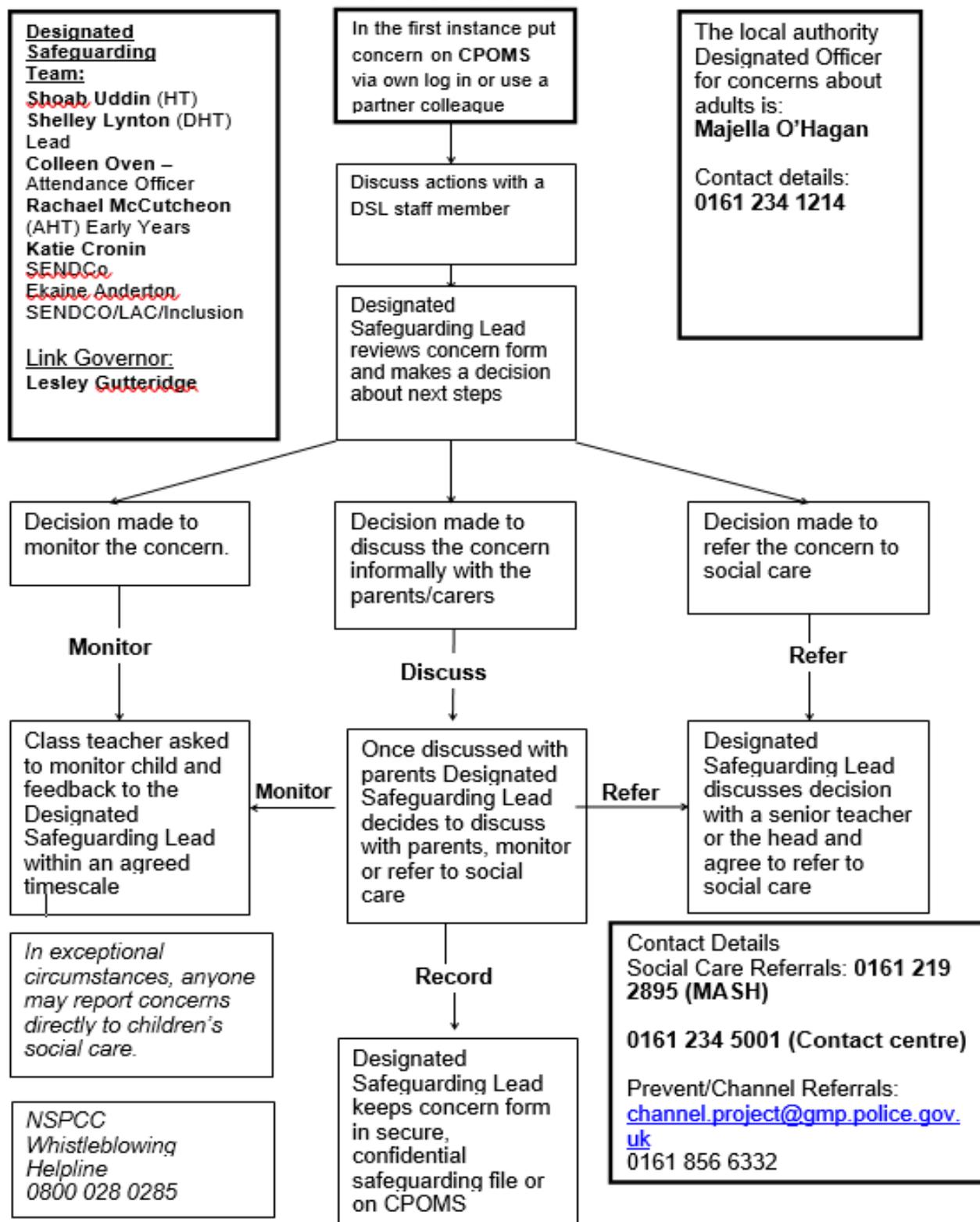
School: St Agnes CE Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is Shoab Uddin In their absence, the authorised member of staff is the Deputy Head Shelley Lynton		
KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
Designated Safeguarding Lead	Shoab Uddin Headteacher	0161 224 6829
Designated Safeguarding Lead	Shelley Lynton Deputy Headteacher	07907620872
Designated Safeguarding Officer	Rachael McCutcheon Assistant Head	07955736372
Designated Safeguarding Officer	Katie Cronin SENDCO	0161 224 6829
Designated Safeguarding Officer	Colleen Oven Attendance Officer EH/Coordinator	07598514315
Designated Safeguarding Officer	Elaine Anderton SENDCO/INCLUSION	0161 224 6829

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

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

- Early Help Hub: Central 0161 234 1975
- Social Care Advice & Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196
- MCC Safeguarding in Education Team: 0161 245 7171

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



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

Any disclosure or expression of disquiet made by a child or adult will be listened to seriously and acted upon as quickly as possible to safeguard the children's welfare. In the case of an allegation made about an adult please inform the DSL (Shelley Lynton) immediately. The LADO procedures should be used when an allegation is made that an adult has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against, or related to a child; or
- Behaved towards child or children in a way that they may pose a risk of harm to the children.

Manchester LADO (sometimes known as DOLA or LA Designated Officer): **0161 234 1214**

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

- If you are concerned about an adult's behaviour or believe they have neglected their duties you can refer to our Whistleblowing Policy on the T: Drive under Policies or find one located on the staffroom wall. You can also call their advice line, **HROne Helpline: 0844 967 1112**
- Alternatively you can call the **NSPCC Whistleblowing Helpline: 0800 028 0285** for advice and guidance.

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

Review Date	Changes made	By whom
08/2020	Policy created	MCC
01/09/2020	Policy reviewed	S Lynton

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2020-21		Helen Thompson

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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.

ETHOS

St Agnes' C.E. Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 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 through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Manchester Common Assessment Framework is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and 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 others, particularly those groups who may be considered a minority.

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

Our approach is child-centred.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (KCSIE, Part 1, 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, p 87-89)
- Upskirting (Annex A, p94)

Please see risk assessments, policies and procedures that are now in place as a response to Covid-19 (appendix F).

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)**

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)

- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations
- 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
- 1.4 Our policy complements and supports other relevant school policies (Appendix C).
- 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 (Appendix F).

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, Shelley Lynton, known as the DSL, is appointed with a clear job description. 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 her 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 work with our Student Council and Peace Mala Ambassadors and this is accessible to all children on their classroom walls.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns is done so following the flowchart of procedures (appendix c)
- During out of hours, school holidays and local lockdowns the families can email concerns into school or contact one of the Safeguarding Team's mobiles. The most vulnerable children in school have regular contact with the Safeguarding Team and are supported as needs rise by a variety of agencies. This will be adapted at times of class closures due to COVID cases to suit a child or family's needs.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively. Staff are asked to familiarise themselves with our safeguarding flow chart (as a part of our induction and annual return to school training), which is also displayed around the building and know that they are responsible for recording all concerns for children's welfare or wellbeing on CPOMS as soon as possible when issues arise. If this is considered urgent, they are asked to inform the DSL first and record the disclosure as soon as possible after.

- Any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. All visitors into school must be checked by the DSL and have been agreed to be suitable before coming into the school building and meeting the children.

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 link governor for Safeguarding and receives appropriate training.
- The link governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Half-termly meetings are held with the DSL to provide updates and review numbers of children and families who are receiving agency support at whatever level. Current issues at the school are then shared sensitively at Full Governing Body Meetings by the DSL with the support of the Safeguarding Governor.
- Our safeguarding 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. A current addition to this procedure is our COVID Crisis team, which consist of members of our Admin Team, our Site Manager, the Headteacher and the Deputy headteacher. Meetings are weekly as well as in response to daily monitoring of cases and suspected cases, to ensure both staff and children are kept as safe as possible whilst in the building.
- We operate safe recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers including overseas checks

where relevant. Our Business Manager, Head/Deputy, monitor inventory and single central records frequently and all relevant checks are recorded and stored in our single central record files. All information is then collated in a staff spread sheet to ensure all staff have the appropriate checks and references on file. These files are continually monitored across the school. This includes the details of supply staff.

- We 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. The DSL carries out all new staff/volunteers inductions, which includes all information and requirements with regards to the schools expectations with regards to Safeguarding. Online course will be offered if staff joined after who team training has taken place and staff can access any training materials as a point of reference on our staff shared server.
- Staff and volunteers are under constant review by the Assistant Head Teachers and the teams that they join; any concerns brought to the DSL and Head should they arise.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. Describe arrangements
- Our governors are able to challenge that online safety and online education duties are fulfilled.

2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

Shelley Lynton (Deputy Head), is the DSL and has specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL takes lead responsibility for Early Help, safeguarding and child protection, although

The DSL, together with team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- Work closely with the school's lead for mental health
- 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, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers who work in our school
- 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. All referrals are recorded on our CPOMS system this including monitoring, recording & follow-up which is checked weekly or bi weekly by the DSL team.
- 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 maintained by liaising with the local authority and external specialists such as Kerry Dawson Ltd.
- 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 hours during term time, and at other times as designated by the Headteacher. All of the Safeguarding Team have work mobiles and are contactable via the school phone number during the working day.

Specify roles/responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENCO, Attendance Lead and Designated Person for Looked After Children.

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
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Physical Restraint Policy

- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- 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 which support safeguarding e.g., the Behaviour Policy and Staff Code of Conduct.

All staff must ensure that they have read and understood 'Keeping Children Safe in Education: Part One' and all staff working directly with children should also read Annex A. KCSIE is saved onto our CPOMS library and staff are asked to click when they have read and understood the documentation. The DSL team monitors who has read this and ensures any staff who have not sign that they have read the materials are reminded to do so, as a matter of urgency.

3.2 All staff will receive regular child protection training at least every 2 years which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes. We review training needs via our CPOMS incident records. Training needs are then developed in response to this. Impact of training is evident in staff awareness and logs made on records of incidents. Shared concerns and a focused mindset on issues that are faced by our community and families is then achieved.

- 3.3 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)
- 3.4 All staff members will receive regular safeguarding and child protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively. Weekly meetings, staff bulletins, curriculum improvement and phase meetings ensure that information is disseminated effectively. This includes information or training on common issues seen across the school, which appears relevant, when monitoring & recording, is reviewed by the DSL Team.
- 3.5 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. Our Student Council and Peace Mala Children have developed accessible and child-friendly documents such as our Child Friendly Safeguarding Policy. Using language they feel suitable for children of all ages across the school. The children's voices are heard through a variety of resources and exercise such as, Three Houses, Cup of Feelings and Hand of Trust or specialised therapies, such as Drawing and Talking and Lego Therapy.

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

4.2 POOR ATTENDANCE

- 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.

4.3 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. 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 through:

- Weekly meetings with the Inclusion Lead (who is a part of the DP Team)
- Weekly meetings with the DP Team
- Daily review of CPOMS logs
- Additional contact or support for families in need

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 AT ST AGNES

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

- 5.1.1 We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life and up to date contact details for adults who have day to day care of the child.
- 5.1.2 We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- 5.1.3 We keep our safeguarding records secure.
- 5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as we are informed of the new school. We keep a copy of the file in accordance with our Records Policy (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 – S Uddin
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system CPOMS
- Please refer to flowchart seen on page

5.3 WORKING WITH PARENTS/CARERS

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

5.4 MULTI-AGENCY WORKING

- 5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 5.4.2 We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.
- 5.4.3 We will notify the named Social Worker if:
- A child subject to a child protection plan is at risk of permanent exclusion

- There is an unexplained absence of a child who is subject to a child protection plan
- It has been agreed as part of any child protection plan or core group plan.

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. Please refer to our Data Protection Policy and Data Retention Policy.

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.

- 5.6.3 Meetings will be attended by the Designated Person in school for the child/family at conference both in school hours and out of school hours. In the case of out of school hours. The Deputy and Designated Safeguarding Lead will attend these meetings or the Headteacher in her absence.
- 5.6.4 Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.
- 5.6.5 Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- 5.6.2 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 during our Rights and Respecting Work/Peace Mala Work and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

6.2. This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenge and to make informed choices in later life. We use the Manchester Skills for Life to support their understanding of the importance of a specific set of skills for life.

6.3 Personal Social and Health Education (PSHE), 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 fully implement the SRE/RE curriculum from September. In preparation for statutory requirements in April 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 whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Posters of these staff are visible around the school and staff report children who they are concerned about through CPOMS and the DSL team respond in a timely manner to the teachers concern.
- 6.6 Children are encouraged to contribute to the development of policies. This is through pupil surveys, Student Council and Peace Mala Ambassador meetings. The children in these groups will collate the voices of the children across the school.

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. Filtering and monitoring is carried out through One Education and contracted services (Digitech who provide reports on any breaches and incidents).

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 by going online together, having appropriate filtering methods and

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

7.7 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. We use a variety of technological equipment in class, such as Ipad, laptops and cameras. We also have access to desktop computers in our ICT Suite. All staff are expected to adhere to the acceptable user policies and make themselves familiar with the staff Code of Conduct with regards to IT safety and use.

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

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 been supporting parents understanding with workshops for parents and up to date information on website which shares the best possible advice for safer internet use in the homes. We are continually developing this in light of the pandemic and the impact of home learning increasing usage by the children at home.

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

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. This is shared and delivered in a staff meeting and then completed by staff being shared with the SBM and stored in our Single Central Records.
- 8.4 The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate. To ensure the children's safety who attend out of hours activities on site we ensure that a member of staff from the school is in attendance.
- 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). All allegations are referred to LADO by one of the DSL Team at the time of concern as a matter of urgency. The member of staff who has allegation made against them will be asked to leave the building whilst a full investigation takes place.

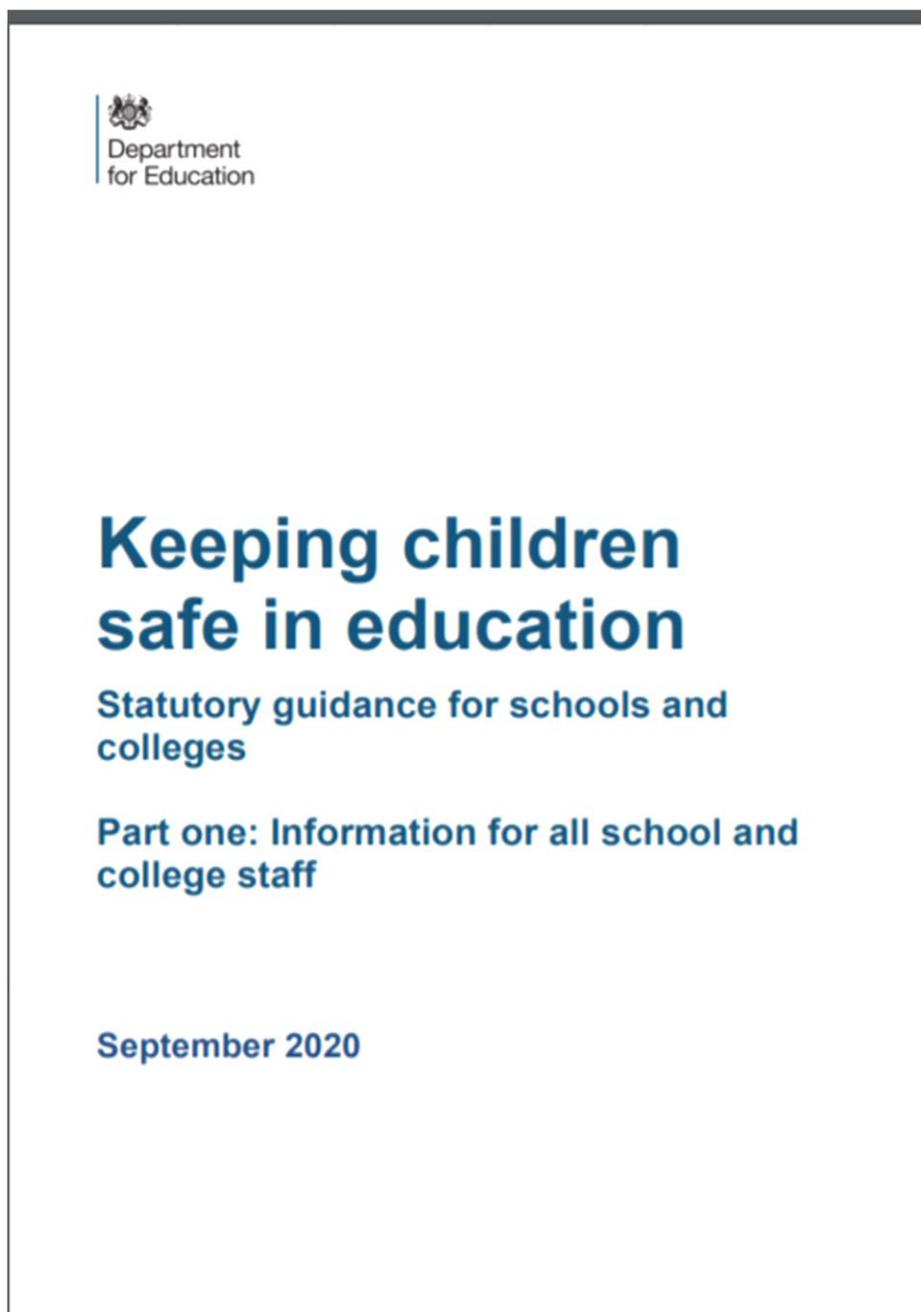
- 9.2 All allegations made against a member of staff, including supply staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person 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. A copy of the One Ed Whistleblowing Policy, which defines the approach to help maintain the accountability, integrity and transparency towards safeguarding all learners, is displayed in the staffroom and in other staff communal areas. This can also be found on the T: drive for constant referral. This means that the documents can be accessed by all members of staff and are regularly referred in staff meetings and safeguarding briefing and training.
- 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.
- 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.
- 10.6 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.

- 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 or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.
- 10.10 We have a Health & Safety policy which supports staff and other stakeholders understanding of expectations to ensure our children's and staff safety e.g. procedures for contacting parents and for reporting to the emergency services, including police and hospitals.

Appendix A



Please click on the link below for latest copy of KCSIE, 2020

This is the statutory guidance for schools and colleges on safeguarding children and safer recruitment.

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

Appendix B

MSCB Policies and guidance (on MSCB website @ www.mscb.org.uk):

- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment
- Channel – advice and information

Appendix C

School Policies linked to this policy:

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Relationships Education
- Equal Opportunities
- ICT and Access to the Internet
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Educational Visits
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Medical Conditions.
- Whistleblowing Policy
- Safer Internet Use Policy
- Data Protection Policy
- Peer on Peer Abuse Policy
- Twitter Policy

Appendix D

The following definitions are from Working Together to Safeguard Children 2020

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.

APPENDIX E

A 'Good' Safeguarding School

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

ETHOS AND ENVIRONMENT

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

PRACTICES AND PROCEDURES

- The school has a 'Child protection and safeguarding policy and procedures' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The MCAF and Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- MCAF targets are identified in the School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated

PUPIL TRACKING

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

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for Child protection and Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on a range of Safeguarding issues and identified staff receive higher level training as appropriate.
- All new staff are given safeguarding training as a part of their induction.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council and Peace Mala Ambassadors are afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULM

- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety, staying safe and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming, child sexual exploitation and radicalisation.

- There are formal and informal opportunities to praise reward and celebrate pupil's behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

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

INDICATORS OF VULNERABILITY TO RADICALISATION

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

Appendix F

Addendum: COVID 19 response

1. Scope and definitions

This addendum applies from the start of the autumn term 2020. It reflects updated advice from our local safeguarding partners (see page 2 table) and local authority (Manchester).

It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there's a local lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children, this means those who:

- Are assessed as being in need, including children:
 - With a child protection plan
 - With a child in need plan
 - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
 - On the edge of receiving support from children's social care services
 - Adopted
 - At risk of becoming NEET ('not in employment, education or training')
 - Living in temporary accommodation
 - Young carers
 - Considered vulnerable by the school and/or LA

2. Core safeguarding principles

We will follow the statutory safeguarding guidance, Keeping Children Safe in Education.

We will always have regard for these important safeguarding principles:

- The best interests of children must come first

- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home.

A current addition to this procedure is our COVID Crisis team, which consist of members of our Admin Team, our Site Manager, the Headteacher and the Deputy Headteacher.

Regular meetings, as well as daily monitoring of cases and suspected cases, to ensure both staff and children are kept as safe as possible whilst in the building.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be on site, they can be contacted remotely by phone on the contact details (page 2 – 07907620872; 07955736372; 07598514315)

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Rebecca Buckley. You can contact them by admin@st-agnes.manchester.sch.uk or 0161 224 6829.

The senior leader will be responsible for liaising with our off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority, about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

We will resume taking our attendance register. We will also follow guidance from the Department for Education on how to record attendance and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by phonecalls and if necessitates, home visits
- Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This is regularly monitored through CPOMS and admin reviews.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

8. Concerns about a staff member, supply teacher or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/supply teachers/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Contact plans

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child has an individual plan, which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these plans with children's social care where relevant, and will review them periodically.

If we can't make contact, we will contact children's social care or the police, as well as following our authority reporting procedures.

10. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

10.1 Children returning to school

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

They will also liaise with the school nurse(s) to gather relevant information about any support provided by school nursing services while children have not been in school.

The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

10.2 Children at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school

phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

During out of hours, school holidays and local lockdowns the families can email concerns into school or contact one of the Safeguarding Team's mobiles. The most vulnerable children in school have regular contact with the Safeguarding Team and are supported as needs rise by a variety of agencies. This will be adapted at times of class closures due to COVID cases to suit a child or family's needs.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

If IT staff are unavailable, our contingency plan is our SLA provider, One Education.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing Code of Conduct and IT acceptable use policy.

Agreed protocols will be followed as set out by the SLT in relation to conduct during remote learning.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

- Online guidance posted on school dedicated webpage for parents
- Phonecalls to support parents in directing them to resources for further support

12. Mental health

12.1 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Dedicated support staff are in place to respond and support pupils struggling with any aspect of the pandemic.

Staff alerted to pupils on CPOMS by 'Covid Not Coping' button.

12.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Phonecalls and if need be, home visits (doorstep) will be made to further support pupils.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

Additional measures are put in place for Track and Trace procedures through visitor agreements and our risk assessment control measures in relation to COVID-19.

13. Staff and volunteer recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an

enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

14. Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum every month by the DSL. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff Code of Conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Behaviour policy
- Local authority Risk assessment and control measures