



Crumpsall Lane Child Protection and Safeguarding Policy

This is based on Manchester City Council Model
Policy September 2023 and KCSIE (September 2023)

Date	Amendments made
November 2021	<p>Updated references to Keeping Children Safe in Education p5 Updated values p6 3.2 – including reporting child on child abuse 2.3 – amended name of head of school 5.1.1 – information stored on CPOMs and only DSLs have access through two factor log in. 5.2.1 – specific detail of how and where to record concerns 7.4 – four categories of risk: content, contact, conduct, commerce 7.9 – E-safety workshops 8.3 – induction includes safeguarding, behaviour and staff code of conduct 9.4 – Malicious allegations will be removed from personnel records Annex B – Child on child abuse</p>
July 2022	<p>Throughout policy KCSIE 2021 changed to KCSIE 2022 Throughout policy peer on peer abuse changed to child-on-child abuse P.1 Personnel added P.11 Governor training as part of induction (KCSIE 2022) P.12 “and provide updated training throughout the year.” P.14 Staff understanding that children are not always ready to fully disclose P.17 4.2.4 Reference to the Anxiety Based School Avoidance guidance P.18 Added pupils who are LGBT+ to vulnerable groups P.20 Reference to child-on-child abuse procedures within school P.20 Reference to Elective Home Education procedures P.25 Transferring files within 5 days P.30 Online searches conducted as part of due diligence of the recruitment process Appendices: Added hyperlinks to additional guidance & information</p>
July 2023	<p>Throughout policy KCSIE 2022 changed to KCSIE 2023 P17. Added filtering and monitoring to roles and responsibilities in 2.1 2.2 & 2.3 Page 19 Reference to Absent in Education & school's procedures P22 4.6 Policies for safeguarding concerns on our premises when used for non-school activities P25. 5.5 Extremism & Radicalisation: Added “Where we have identified a person as being susceptible to being drawn into terrorism, consent will be required in order for the individual to engage with any support.” P34 8.1 Filtering & Monitoring Added clear guidance around our appropriate filtering and monitoring on school devices and school networks. P38. Information regarding Out of School settings & procedures for allegations</p>

SAFEGUARDING POLICY

Crumpsall Lane Primary School		
<p>The Executive Headteacher has the ultimate responsibility for safeguarding. The Head of School is the Senior Designated Safeguarding Lead. In their absence, the other Designated Safeguarding Leads (DSLs) will ensure all safeguarding procedures are followed.</p>		
KEY SCHOOL STAFF & ROLES		
Name	Role	Contact Phone Number
Phil Hughes	Executive Headteacher	0161 740 3741
Jo Fairclough	Head of School & LAC Lead	
Emma Williams	Assistant Head/ SENDCo	
Amanda Davies	Assistant Head/EYFS Lead	
Sue Barnes	Family Support Worker	

LINK GOVERNOR for Safeguarding & Prevent	Email
Chris Beard	c.beard@lggs.lancs.sch.uk

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

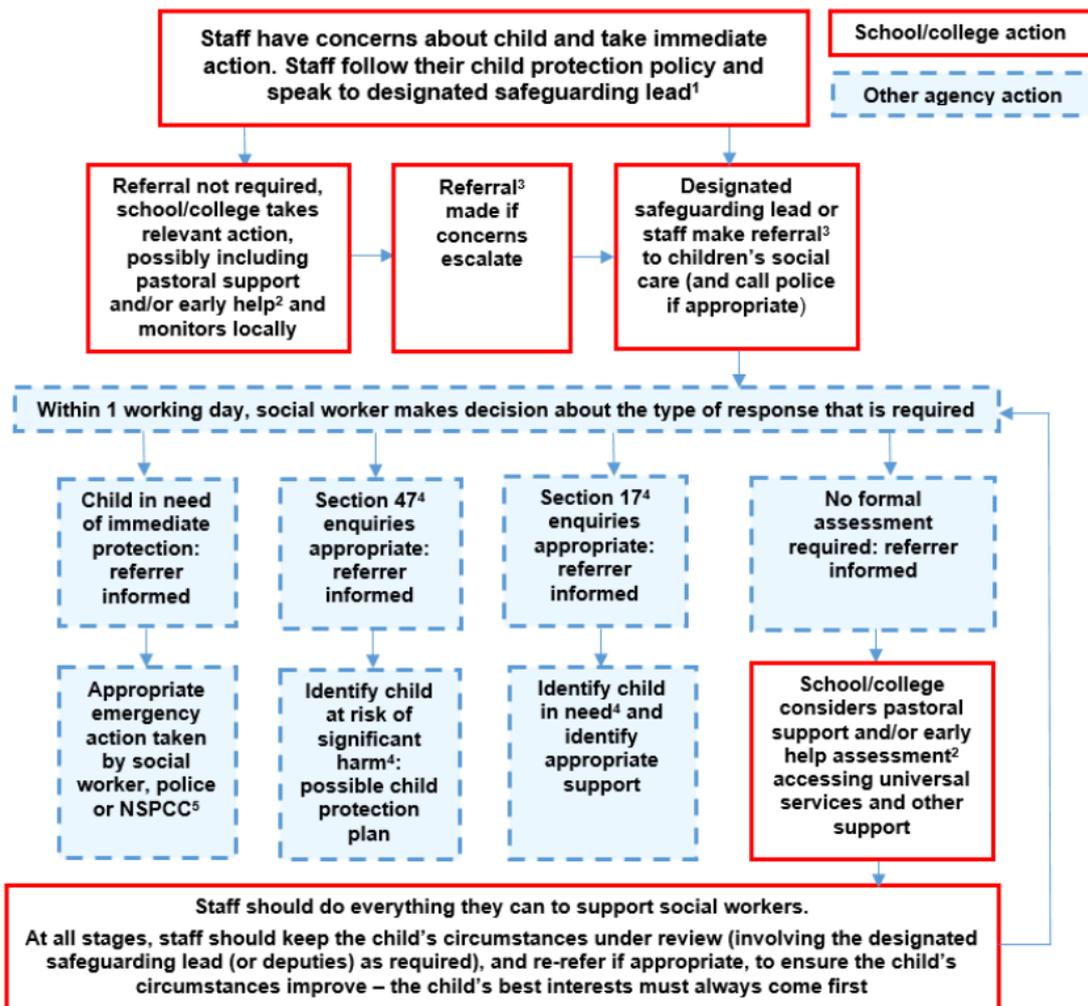
Ratification by Governing Body

Academic year	Chair of Governors
2020 - 2021	Cllr S. Lanchbury
2021 - 2022	Cllr S. Lanchbury
2022 - 2023	Cllr S. Lanchbury
2023 - 2024	Mr C. Beard

Our whole-school safeguarding ethos is to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.

If there is a concern about child welfare or safeguarding our procedure is:

- Staff will act on any concerns immediately
- Staff will log any concerns onto the schools Child Protection Online Management System (CPOMS) or telephone the DSL to report immediate concerns which require action.



USEFUL CONTACT NUMBERS	
Early Help Hub: North	0161 234 1973
Social Care Advice & Guidance Service	0161 234 5001
Complex Safeguarding Hub Advice Line	0161 226 4196
MCC Safeguarding in Education Team	0161 245 7171
National Society for the Prevention of Cruelty to Children	0808 800 5000

Managing Allegations Against Staff

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:

- All concerns of poor practice or possible child abuse by staff must be reported immediately to the Executive Headteacher or Head of School.
- Complaints regarding the Executive Headteacher should be reported to the Chair of Governors, who may need to contact the Local Authority Designated Officer (LADO). All allegations against staff should be investigated in line with the School Disciplinary and Dismissal Policy.
- When a concern is reported to the Head of School (or other relevant senior leadership team member) they should immediately contact the LADO who has a statutory duty to ensure all allegations about safeguarding are handled properly and expeditiously. The Head of School will also seek advice from the school's HR provider.
- All low-level concerns should be reported to the Head of School (or the Executive Headteacher) in line with KCSIE 2023 guidance. These will be dealt with in line with the Low Levels Concerns policy. If staff are unclear whether a low-level concern in fact meets the harm threshold, they will consult the LADO. *(KCSIE 2023. P98. 494)*

Allegations made against workers who are paid, unpaid, volunteer, agency, casual and self-employed should be reported to the MCC Designated Officer within 24 hours of the incident.

Manchester LADO: 0161 234 1214

See 4.6 for our policy on safeguarding allegations that occurred when an individual or organisation was using our school premises for non-school activities for children

Safeguarding Whistleblowing Procedure

Our procedure for whistleblowing if there is an urgent concern about child welfare or safeguarding that cannot be dealt with through our usual systems is:

- Employees should raise their concerns with their immediate line manager if possible. However, the most appropriate person to contact to report a concern will depend on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice.

- In the event that the Head of School is the subject of the concerns, then the Executive Headteacher should be notified.
- In the event both the Head of School and the Executive Headteacher are the subject of the concerns the complaint must be made in writing to the Local Authority Designated Officer and the Chair of Governors must be informed.

Contact information	
Manchester LADO	0161 234 1214 quality.assurance@manchester.gcsx.gov.uk
Chair of Governors: Chris Beard	c.beard@lggs.lancs.sch.uk
NSPCC Whistleblowing Helpline	0800 028 0285 help@nspcc.org.uk

Additional information can be found within our Whistleblowing Policy.

Our procedure for investigating and dealing with any complaints or concerns about our safeguarding practice that are brought to our attention is detailed in our Complaints Policy.

Additionally, we will co-operate with officers from the Education Department if they are aware of concerns which have been raised with Ofsted, the Regional Commissioner or the DfE.

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APPENDICES

A. Legislation, Statutory Guidance & Ofsted

Including Part 1 & Annex A of 'Keeping Children Safe in Education (KCSIE), September 2022 - statutory guidance to be read by all staff

B. Non-Statutory Government Guidance

C. Local Policies & Guidance (MCC, Greater Manchester & Manchester Safeguarding Partnership)

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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 1.2)

All adults and children treat each other with mutual respect and consideration, relating to the 42 rights of the UNICEF 'Children's Rights Convention'.

- 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 2022.' Our policy ensures that we comply with our Statutory Duties
- Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations
- 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
- Our policy complements and supports other relevant school policies
- 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.

Definitions of Abuse & Neglect from 'Working Together to Safeguard Children' (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 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.

Child-on-Child Abuse

Child-on-child abuse is abuse that happens between children of any age or stage of development. It can happen between any number of children and can affect any age group. It can be harmful to the children who display it as well as those who experience it. (Part 5 'Child-on-Child Sexual Violence & Sexual Harassment, KCSIE, 2022).

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

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

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect
- Channel
- Child Abduction and Community Safety Incidents
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images
- Child Criminal Exploitation
- Child Sexual Exploitation
- Children and the Court System
- Children Missing from Education
- Children who are lesbian, gay, bi or trans (LGBT)
- Children with Family Members in Prison

- County Lines
- Cybercrime
- Domestic Abuse
- Early Help
- Elective Home Education
- Homelessness
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty
- Looked After Children and children open to or who have been open to a Social Worker
- Mental Health
- Modern Slavery & the National Referral Mechanism
- Online Safety, including Education at Home
- Prevent Duty
- Preventing Radicalisation
- Serious Violence
- Sexual Violence and Sexual Harassment between children in schools and colleges
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of Crumpsall Lane Primary School. This policy complements and supports other relevant school and Local Authority policies.

MISSION STATEMENT

"At Crumpsall Lane we create a safe and caring environment which celebrates and respects everybody. Working as a team, we value our partnerships with parents, governors and the community."

We will challenge everybody to achieve their full potential:
Be the best person you can!"

We will do this through developing our LEARNERS values:

- Leadership
- Excellence
- Ambition
- Respect
- Nurture
- Effort

- Resilience
- Spark

Our school is committed to 'Every Child Matters' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff. 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 and develop their self-esteem.

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.

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

- **protecting children from maltreatment;**
- **preventing impairment of children's mental health or physical health or development;**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'**

(KCSIE 2023, 1.4)

- 1.1 Under the Education Act 2002, schools 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' (under review) and 'Keeping Children Safe in Education September 2023' Our policy ensures that we comply with our Statutory Duties (Appendix A)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix B)
- 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 C & D)
- 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

2.1 Our Governing Body

Our Governing Body has a strategic leadership responsibility for our school's safeguarding arrangements and ensure that they comply with their duties under legislation. This includes that all governors receive appropriate safeguarding and child protection (including online) training at induction.
(KCSiE 2023 P23)

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

The Governing Body will ensure that:

- All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety
- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.81, 2.95-97)
- A named member is identified as the designated governor for Safeguarding.
- Governors facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.
- Where there is a safeguarding concern, they and school/college leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. (Describe or signpost these processes, or where they can be located, in the remainder of the policy).
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained as required
- More than one emergency number is held on file for each pupil
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the

designated member of staff. *Safeguarding is discussed termly in the Head of School report and meetings with the Safeguarding Link Governor are held.*

- 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 operate safer recruitment and selection practices in accordance with Part Three of KCSiE. See *Safer Recruitment Policy*
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors 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 and contractors who are in contact with children and young people receive appropriate training and information about the safeguarding processes.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures, at Full Governing Body meetings
- Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

2.2 Our Executive Head teacher & Head of School

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

Our Executive Headteacher and Head of School work together with appropriate relevant agencies to safeguard and promote the welfare of local children, identifying and responding to their needs.

They 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.

'Schools and colleges should work with local authority children's social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans'. (KCSiE 2.113)

They are fully aware of statutory guidance in KCSiE and will:

- 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, volunteers, visitors and contractors understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested (bi-annually).
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- 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. They have lead responsibility for Child Protection and Safeguarding and receive 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 understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- 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. Strategy meetings, Child Protection meetings, LAC meetings are attended throughout school holidays.
- 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.
- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external

agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting.

- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff.
- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

2.3 Our Designated Safeguarding Leads (DSLs)

The Designated Safeguarding Leads (DSLs) have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. They take lead responsibility for Early Help, safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a DDSL but they take the ultimate lead for child protection. (DDSL's are trained to the same standard as the DSL.)

Our designated safeguarding lead, alongside the safeguarding team, will:

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture of listening to children and taking account of their wishes and feelings and also understand that some children are not ready to fully disclose.
- 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
- 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. Monitoring and recording open cases on CPOMS and referring up to Safeguarding Managers with Children's Services.
- Have a working knowledge of how local authorities conduct a child protection conference and be able to attend and contribute to these effectively

- 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 at least termly.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance (Annex C,p 165)
- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult (PACE Code C 2019). (Annex C, p165)
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Create and maintain Child Protection files and ensure they are kept up to date and secure.
- Help promote educational outcomes for vulnerable children, including those with a social worker, in conjunction with other appropriate colleagues. (KCSiE, 191-196)
- Always be available during school hours during term time, and at other times as designated by the Executive Head teacher.
- Understand and support the school/college with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from risk of radicalisation
- Share and transfer safeguarding and child protection information as appropriate.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Understand the lasting impact that adversity and trauma can have on children and young people
- Ensure that parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this. School will act on Children's Services advice when informing parents regarding referrals and referrals may not be shared if the child is at risk of significant and immediate harm.
- Ensure that filtering and monitoring processes are effective in school

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 DSLs.

All our staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members will always act in the best interests of the child.

All staff will:

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSIE 2023 as directed by senior leaders and appropriate to individual roles.
- Attend training sessions and briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns (including managing allegations) and key LA approaches including Early Help, Signs of Safety and Safe & Together and ensuring that the voices of children are listened to and taken account of.
- Attend training sessions/briefings as required to ensure that they follow relevant policies eg Behaviour Policy, Code of Conduct, E-Safety
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue
- Be approachable to children and respond appropriately to any disclosures
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and actively build trusted relationships which facilitate communication
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Be aware of the local early help processes and understand their role in it
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role and provide targeted support for individual and groups of children as required, if appropriate to their role
- Adhere to filtering and monitoring processes in school

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

3. TRAINING AND AWARENESS RAISING

In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety and their responsibilities in relation to filtering and monitoring) and be made aware of the systems within school which support safeguarding e.g., the Low Levels Concerns Policy, Behaviour Policy.

The school has an induction process in place which identifies key people and actions to be completed with new staff and regular volunteers which is managed by the Head of School.

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. Staff have to sign an electronic declaration that they have read and understood the policy and are able to add any comments or suggested amendments via the system. This will be recorded in the single central record.

All staff will receive regular child protection training at least every 2 years which includes basic safeguarding information about the signs and symptoms of abuse (emotional and physical), procedures for reporting child on child abuse, indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

Annual Safeguarding training is provided at the start of the academic year for all staff, delivered by the DSL to explain school policies and procedures for safeguarding. This includes online safety and their role and responsibility in relation to filtering and monitoring, providing them with relevant skills and knowledge to safeguard children effectively

All staff members will receive regular safeguarding and child protection training and updates, as required throughout the year, providing them with relevant skills and knowledge to safeguard children effectively. Safeguarding knowledge and procedure updates are delivered at least half termly.

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

All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people

4. SAFEGUARDING & CHILD PROTECTION PROCEDURES

4.1 Pupil Voice

Children are encouraged to contribute to the development of policies and share their views. Pupil voice is taken regularly and supports developing new procedures.

4.2 Poor Attendance

We adopt MCC Attendance Policy and Attendance Strategy and reflect these in our own policies. We attend targeted support meetings related to attendance when required.

We view absence from education 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.

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.

We implement the statutory and LA requirements in terms of monitoring and reporting children absent from education, part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people. School has clear procedures to follow when a child is absent, particularly repeatedly and/or for prolonged periods, as well as for those children who are missing in education (CME) Please see the Appendix within the Attendance Policy for this procedure.

We will follow the Anxiety Based School Avoidance guidance (version May 2023) to assist with strategies for supporting children and young people experiencing anxiety to return to school.

We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date. (MCC)

4.3 Alternative Provision

We would only place children in Alternative Provision which is a registered provider and has been quality assured. MCC advise that schools should only use Alternative Provision that has been judged by Ofsted to be Good or better.

Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will work together with the DSL at the AP to ensure effective sharing of information and that any safeguarding concerns are followed up appropriately.

4.4 Exclusions

We comply with statutory regulations and with the LA Inclusion Policy.

A DSL will be involved when a fixed-term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open Early Help, Child in Need or Child Protection, the EH Practitioner or Social Worker will be informed.

We will work with the MCC Weapon Carrying in Schools and Colleges guidance (Appendix C) to assist in decision making around exclusion and other responses to carrying or using weapons in school.

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

We ensure that all key staff work together to safeguard vulnerable children. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support.

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

- Is disabled or has certain health conditions and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of honour- based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child

- Is persistently absent from education, including persistent absences for part of the school day
- International new arrival, refugee or asylum seeker
- Looked after, previously looked after or under a special guardianship order.
- Has or has had a social worker
- Identify as LGBTQ+
- Has the potential for adultification

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
- Communication barriers and difficulties in overcoming these barriers
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

(KCSIE 2023, Part 2, P199)

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 2023, Part 2, p180)

The school has two members of staff who are trained Youth Mental Health First Aiders who are able to support in this area. The Senco is trained effectively in referring to CAMHS.

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.

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.

Where children have or have had a social worker, we will work alongside the social worker to ensure there is a clear education focus in the Plan for the child.

4.6 Child-on-Child abuse

All our staff recognise that children are capable of abusing other children, including online. This can manifest itself in a whole spectrum of behaviours including –

- Bullying including cyberbullying
 - Sexual violence and harassment
 - Physical abuse
 - Sexting
 - Upskirting (now a criminal offence and has reporting requirements)
- Initiation /hazing type violence and rituals

A summary of our child-on-child abuse procedures are:

- A clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.
- **The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously**
- There are systems in place for children to confidently report abuse, knowing their concerns will be taken seriously
- Allegations of child-on-child abuse will be recorded on CPOMS
- We will avoid the term 'victim' and / or 'perpetrator'. We adopt a safeguarding approach to all individuals involved in allegations of/or concerns about child-on-child abuse, including those who are alleged to have been abused and those who are alleged to have abused others.
- **Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported**
- Acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported
- Recognise that it is more likely girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously
- The different forms child on child abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSIE 2022

Additional areas for consideration can be found in Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance 2018. While schools cover many aspects of child-on-child abuse in other policies schools need to be clear about their strategies around wider behaviours including sexist and sexual bullying, sexual harassment, sexual violence. (See Appendix F).

Through a planned, high-quality PSHE and SRE curriculum, children learn about healthy and respectful relationships and behaviours. Our curriculum aims to tackle issues such as:

- Consent;

- Gender roles, stereotyping, and equality;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual violence and sexual harassment is always wrong; and
- Addressing cultures of sexual harassment.

4.7 Elective Home Education

We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child's best education is at the heart of the decision. We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs.

If a parent/carer informs us of their intention to remove their child/ren from school, we will, ideally, co-ordinate a meeting between ourselves, Manchester Elective Home Education Team and other key professionals to ensure the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, before the final decision is made.

We will inform Manchester LA of all deletions from the admission register when a child is taken off-roll and we understand that a child may be removed from roll as soon as the parent has informed us of their decision.

We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education.

5. Other Safeguarding Concerns

We are committed to understanding a range of safeguarding issues and being aware of the indicators and risk factors which may signal that children are at risk from harm or are involved in serious crime.

We update our awareness training for staff based on new information regarding trends, modes of operation and language/slang when provided by partner agencies.

5.1 Child Criminal Exploitation & Child Sexual Exploitation

Children's Social Care will refer cases of child exploitation, criminal or sexual, to the Complex Safeguarding Hub and we will contact the professionals' advice line for further support.

We understand that schools are one of many locations where children can be targeted and recruited into county lines and recognise additional specific indicators that may be present when a child is criminally exploited through involvement in county lines. (KCSiE, p141)

Crumpsall Lane Primary School recognise the geographically widespread form of harm that is a typical feature of county lines activity. It is recognised that County Lines Activity has a devastating impact on young people, vulnerable adults and local communities. We seek to safeguard children from exposure of county lines activity by positively promoting safeguarding throughout the school by following the schools safeguarding procedures when concerns are identified (See GMP 'County Lines Guidance').

5.2 Child abduction and community safety incidents

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. Within the current curriculum, we cover topics around Stranger Danger and Road Safety. We enhance the curriculum by responding to community issues as they arise such as trespassing on tram tracks and Knife Crime.

Our response to children carrying knives or other weapons in school and in situations out of school is aligned to the Manchester Knife and Weapon Carrying in Schools and Colleges Guidance (Knife Crime Protocol) in which we take a holistic and measured approach on a case-by-case basis to such incidents in and out of school.

5.3 Female Genital Mutilation

Female genital mutilation (FGM) comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs." The family often believes it is beneficial and, in a girl, or woman's best interests – this can limit a girl's motivation to raise concerns or talk openly about it.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation.'

If you discover that FGM appears to have taken place on a girl under 18 you have a statutory duty to report this to the police and will face disciplinary sanctions if you fail to report such cases

- You should report it as soon as possible after a case is discovered, and ideally by the close of the next working day. If you are not responsible for teaching pupils, you should tell the designated safeguarding lead (DSL) who will report it
- All staff should discuss any case of known FGM with the DSL

If you suspect that FGM has taken place but do not know, or suspect a girl is at risk, or discover it has been carried out on a woman who is 18 or over, you should follow your local safeguarding procedures. The duty to report does not apply in these cases.

5.4 Forced Marriage

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

5.5 Preventing Radicalism and Violent Extremism

The school values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others that are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated.

We actively seek to protect our students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

All staff are clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies. Where we have identified a person as being susceptible to being drawn into terrorism, consent will be required in order for the individual to engage with any support. .

5.6 Domestic Abuse

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children may see, hear, or experience the effects of abuse at home.

Operation Encompass notifies school when domestic abuse has occurred with children present or not. School will endeavor to speak the child/ren and parent and signpost to relevant support. A safety Plan will be discussed if appropriate. This process does not replace statutory safeguarding

procedures. Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.

Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

6 CASE MANAGEMENT, RECORD KEEPING & MULTI AGENCY WORKING

6.1 Keeping records

Crumpsall Lane Primary School uses CPOMS electronic records system for all Child Protection pupil files. The DSLs have full access to the system and elevated access is delegated to other staff members as deemed appropriate, i.e.: Class teachers & Teaching Assistants.

CPOMS is monitored by the DSLs for all incidents logged and any action to be taken is clearly recorded within the system.

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. This information is stored securely on CPOMS. Only the appropriate members of SLT and the family support worker have access to the most sensitive information on CPOMS through a secure, two factor log in.

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

We keep our safeguarding records secure.

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 LA Guidance.

6.2 Recording and Reporting Concerns

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

Staff have updated training on how to use CPOMS, identifying relevant categories and writing in a subjective voice.

6.3 Working with Parents and Carers

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 and carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.

In almost all 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. We aim to engage with parents/carers through the Early Help processes, including holding strength-based conversations.

We will inform, and gain consent from parents/carers, 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. In such cases the DSL, Executive Headteacher or Head of School will seek advice from the LA Advice and Guidance Centre.

6.4 Multi Agency Working

We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

Effective Early Help is essential to improve the life chances of Manchester's children, young people and their families. The aim of the Manchester Early Help Service is to build capacity in communities that will prevent crime, support education and enterprise, and keep children, young people and their families healthy and safe. We aim to do this by working with other agencies and directly with people from local communities. Support can be offered to families around debt, housing issues, managing behaviour and mental health support.

We will develop effective links with the Early Help Hubs and carry out Early Help Assessments (EHA), as appropriate.

We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

We will notify the named Social Worker if:

- A child subject to a child protection plan is at risk of permanent exclusion
- There is an unexplained absence of a child who is subject to a child protection plan

- It has been agreed as part of any child protection plan or core group plan.

We will regularly review any 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.

6.4 Confidentiality and Information Sharing

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

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

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.

We have arrangements in place that set out clearly the process and principles for sharing information within school and with 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. Safeguarding files will be transferred within 5 days.

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. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (*KCSiE Part 2 P115*) Advice and guidance is taken from Global Policing in terms of information sharing.

6.5 Child Protection, Child in Need and Team Around the Child Meetings

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.

We will attend and contribute to initial and review Child Protection conferences, Child in Need conferences and relevant multi-agency meetings, including core groups. The family support worker will attend all meetings and record outcomes on CPOMS and in supervision for the wider safeguarding team. A DSL will attend meetings during holidays whenever possible.

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. This is usually at least 48 hours before the meeting.

Our reports will always include the voice of the child, which is especially important where there may be barriers to communication. We will discuss and share reports with the parents/carers before the conference.

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

6.6 Concerns/Disclosures by children, staff & volunteers

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.

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

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.

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

6.7 Learning from Serious Cases

The Manchester Safeguarding Partnership (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

If required we will provide an individual management report for a Serious Case Review (SCR) and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required

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.

7. 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.

All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

This enables them to 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.

Relationships and Sex Education, (SRE) Personal Social and Health Education (PSHE) and Religious Education (RE) 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 SRE is already fully embedded into the schools Growing and Changing curriculum for all year groups from Y1-Y6.

We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g., Domestic Abuse, Child Sexual Exploitation, Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.

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. All concerns are recorded on CPOMS. Concerns can be shared via worry boxes in classrooms or face-to-face with their trusted adults.

Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach.

We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life.

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

8. ONLINE SAFETY

Online safety is a safeguarding issue not an ICT issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. The purpose of Internet use in our school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.

We consider four areas of risk: content, contact, conduct and commerce to inform our online safety policy.

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.

We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness.

We will encourage children to use social media safely, including opportunities for them to think and discuss the issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children.

We have acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. We ensure that children do not misuse their devices whilst in school.

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

We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. This is outlined in the schools 'Home School Agreement'. Parents are invited to E-safety workshops annually and safer practices are shared via school newsletters and Online Safety monthly letters. Where necessary, individual support is provided to ensure safe practices are adhered to at home.

8.1 Filtering & Monitoring

We have a Filtering and Monitoring Policy which we follow in school, with the support of an external provider.

We 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 monitored by our Head of School and external provider (MGL) who report any inappropriate or unacceptable materials searches.

Staff understand our filtering and monitoring procedures and their role within this, following the Teach, Notify and Report steps. We ensure our monitoring

system responds quickly to incidents and they are escalated to those with a safeguarding responsibility, if needed.

We will complete online safety audits (SWGfL) as appropriate to our needs and know where to access recommended models.

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

9. SAFER RECRUITMENT & SELECTION OF STAFF

Our recruitment and selection policies and processes adhere to the DfE guidance KCSiE 2023 and the LA guidance for Safer Recruitment to promote a safe culture around recruitment. These measures are outlined below:

- At least one of the people who conducts an interview has completed safer recruitment training.
- Our job adverts will include safeguarding requirements and the school's commitment to safeguarding and promoting the welfare of children
- Our job adverts will make clear that safeguarding checks will be undertaken, including online checks for successful candidates
- We understand the process around filtering offences linked to DBS checks
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form.
- Applicants will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children
- Applicants will be asked to sign a declaration conforming the information given is true
- Two references are sought by the school before interview and open references are not acceptable
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
- All information in the decision-making process is recorded along with the decisions made
- Correct pre-employment checks are carried out and appropriately stored on the single central record

- We understand and acknowledge the processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate
- We understand the check which need to be made for individuals who have lived or worked outside the UK
- We adhere to duties which must be performed in relation to agency and third-party staff, contractors, trainees or student teachers, visitors and volunteers
- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos

The Executive 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. They receive an induction which includes safeguarding, behaviour and staff code of conduct.

The school maintains a single central record (SCR) of all recruitment checks undertaken. This is updated and monitored regularly by the Executive Headteacher and/or governing body.

Trainee teachers will be checked either by the school or by their provider, for whom written confirmation will be obtained.

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.

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

9.1 Out of school settings

When our school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect providers to meet the guidance in [Keeping Children Safe in Out of School Settings](#) (KCSIE, Part 2, 167).

If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if relevant (KCSIE Part 4, 377)

10. MANAGING ALLEGATIONS & CONCERNS AGAINST STAFF AND VOLUNTEERS

We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors, 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).

We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns.' The harms threshold indicates a person poses a risk of harm if they have-

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

We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated

The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation.

10.1 Low Level Concerns

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

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

A low-level concern is not insignificant – it just does not meet the harm threshold. Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- inappropriate conduct outside of work (for example: shared on social media)
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimizing the risk of abuse. Staff report concerns to Head of School or Executive Headteacher who will investigate these and provide actions where appropriate. All details are included in our Low-Level Concerns Policy.

We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower.

Historic allegations will be referred to the police.

11. SAFETY ON AND OFF SITE

Our site is secure with safeguards in place to prevent any unauthorised access and to also prevent children leaving the site unsupervised. We have good up to date knowledge of our local area and any safeguarding risks to the wider community. All visitors, including visiting speakers, are subject to our safeguarding protocols while on site. Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS checks. If no checks have been obtained, the visitor will be supervised at all times.

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.

When the school is being used for services or activities re provided by a proprietor, under the direct supervision or management of school staff, the school arrangements for child protection will apply.

When the school/college is let and services or activities are provided by another body, we seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school on these matters where appropriate. Contact details of our DSLs is given.

Should we receive an allegation relating to an incident that happened when an individual or organisation were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO.

Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school/college

premises – failure to comply with this will lead to termination of the agreement.

We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.

All school visits are fully risk-assessed, parents give consent to attend school trips on enrolment at school and they are notified when any trips off site are taking place. The Educational Trips and Visits Policy is followed for all local, regional and international activities

We have a Health & Safety Policy for contacting parents and for reporting to the emergency services, including police and fire.

We have a Remote Learning Policy to keep children safe if they are learning from home.

APPENDICES

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

APPENDIX A

Legislation, Statutory Guidance & Ofsted Framework

- Keeping Children Safe in Education 2022 to be read by all staff & volunteers and Annex A by all staff working with children– please follow link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf
- 'Working Together to Safeguard Children 2018' (Definitions of Abuse & Neglect from) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf
- Ofsted Section 5 Inspection Framework for Schools
- Inspecting Safeguarding in Early Years, Schools & Skills Settings' August 2021 <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>
- Prevent Duty (Revised 2021) <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>
- Multi-agency Statutory Guidance on FGM https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Children Missing in Education, Stat Guidance Updated 2016 <https://www.gov.uk/government/publications/children-missing-education>

- DFE Designated Teacher for LAC Guidance Updated 2019
<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>
- DFE Supervision of Regulated Activity
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/280881/supervision_of_activity_with_children_which_is_regulated_activity_when_unsupervised.pdf
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739154/Regulated_Activity_with_Children_in_England.pdf
- Disqualification under the Childcare Act 2006, update 31st August 2018
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>
- Alternative Provision, Stat guidance Updated 2016
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf
- Teachers' Standards
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf
- Governors' Handbook <https://www.gov.uk/government/publications/governance-handbook>
- Health & Safety Advice for Schools <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

APPENDIX B

Non-Statutory Guidance

- DFE 'What to do if you are worried a child is being abused - Advice for practitioners'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- 'Safer Working Practices'
- DFE National Standards of Excellence for Headteachers, Updated 2020
<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>
- DFE 'Use of Reasonable Force in Schools' 2013
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Safeguarding Children & Child Protection
<https://learning.nspcc.org.uk/safeguarding-child-protection>
- NSPCC Whistleblowing <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>
- When to phone the police guidance
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

APPENDIX C

Local Policies, Procedures & Guidance

- Manchester Safeguarding Partnership (MSP)
<https://www.manchestersafeguardingpartnership.co.uk/>
- Manchester City Council (MCC) & MSP Policies
<https://www.manchestersafeguardingpartnership.co.uk/resource/msp-policies-procedures-children/>
<https://www.manchester.gov.uk/education>
- MSP Multi-agency Levels of Need & Response Framework 2021
<https://www.manchestersafeguardingpartnership.co.uk/resource/thresholds-of-need-multi-agency-decision-framework-may-2021/>
- Safeguarding Concerns, Guidance & Proformas, including escalation process
<https://www.manchestersafeguardingpartnership.co.uk/resource/referral-form-guidance/>
- MSP LADO Referral Process
<https://www.manchestersafeguardingpartnership.co.uk/resource/lado/#:~:text=referrals%20to%20the%20Designated%20Officer,and%20relevant%20multi%2Dagency%20partners>
- MSP Learning From Serious Case Reviews
<https://www.manchestersafeguardingpartnership.co.uk/publication-of-serious-case-review/>
- Local Child Practice Reviews
<https://www.manchestersafeguardingpartnership.co.uk/resource/child-reviews/>
- County Lines <https://www.gmp.police.uk/advice/advice-and-information/cl/county-lines/>

Help & Support

- Early Help Strategy, Guidance, Assessments & Referrals
<https://hsm.manchester.gov.uk/kb5/manchester/directory/site.page?id=HrSurfxTPcU>
- Signs of Safety Strategy, Guidance & Resources
<https://www.manchestersafeguardingpartnership.co.uk/resource/signs-safety-resources/>
- National Police Chiefs' Guidance
- Competence guidelines <https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines>

APPENDIX D

Other relevant education department policies and guidance

Manchester Schools Hub

- Manchester Governors' Handbook MCC
- Attendance Guidance
- CME Guidance
- Inclusion Strategy
- Anxiety Based School Avoidance guidance
- 'Safeguarding' model policy & guidance

One Education

- 'Safer Recruitment' model policy
- Managing Allegations against staff policy

APPENDIX E

Other relevant school policies & procedures

- Low Level Concerns Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Managing Allegations Against Staff Policy
- RSE Policy
- Equality Policy
- E-Safety Policy
- Acceptable User Policy
- Behaviour Policy incl fixed and short term exclusions
- Educational Trips and Visits Policy
- SEN Policy
- Intimate Care Policy
- Administration of Medicines Policy
- Attendance Policy
- Monitoring & Filtering Policy
- Critical Incident Policy (currently under review)

APPENDIX F

Definitions linked to sexual harassment & sexual violence

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. This is also known as youth produced sexual imagery.

The UK Council for Internet Safety (UKCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents

www.gov.uk/government/publications/sexting-in-schools-and-college)

Upskirting

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

offence and may constitute sexual harassment. Cases of 'up skirting' have a mandatory requirement for being reported.

Sexual Violence

In this guidance this refers to sexual violence in the context of child on child sexual violence. Children can and do abuse other children. Sexual violence covers a spectrum of behaviour. It can refer to sexual offences under the Sexual Offences Act 2013. This includes:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

It is important to know that:

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape.

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and leading the school or college response. If in any doubt, they should seek expert advice.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context. Useful guidance can be found in: - NSPCC and Research in

Practice's Harmful Sexual Behaviour Framework:

www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviourframework.pdf)

Hazing/Initiation

The practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Contextual Safeguarding

All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Additional considerations for schools

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not.

However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Schools and colleges should ensure that their response to sexual violence and sexual harassment between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

APPENDIX G

Child-on-child abuse procedures

Crumpsall Lane Primary School is committed to the prevention, early identification and appropriate management of child-on-child abuse both within and beyond the school. Section 5.1 of the Safeguarding Policy outlines the school's definition of child-on-child abuse.

When managing allegations of child-on-child abuse, in addition to this procedure, the school will also consider recommendations / guidelines and actions from:

- Keeping Children Safe in Education, particularly Part 5
- Sexual violence and sexual harassment between children in schools and colleges
- When to Call the Police guidance

Where the allegation includes the use of digital devices, images/videos or online content the following school policies and procedures will also be adhered to:

- E-Safety Policy
- Acceptable User Policy
- Behaviour Policy

This procedure avoids the term 'victim' and / or 'perpetrator'. This is because we take a safeguarding approach to all individuals involved in allegations/concerns about child-on-child abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter.

Action

The school takes child on child abuse seriously and will respond to all concerns or disclosures of this abuse immediately. If a member of staff has a concern about child-on-child abuse, or if a child discloses child on child abuse to them, they will refer this to the Designated Safeguarding Lead immediately verbally (either in person or via telephone) and then formally in written form via CPOMS.

Upon receiving a concern, report or disclosure of abuse, the Designated Safeguarding Lead will decide what further action is necessary. This will vary depending on the type of child-on-child abuse and the severity of the incident/s disclosed. The Designated Safeguarding Lead will take contextual factors into account when managing the report.

When managing an allegation of child on child abuse the DSL will consider:

- The wishes of the young person that has been harmed in terms of how they want to proceed.
- The nature of the alleged incident.
- The ages of the young people involved.
- The development stages of the young people involved.
- Any power imbalance between the young people.
- Is the incident a one-off or a sustained pattern of abuse?
- Are there ongoing risks to the young person that has been harmed, other young people or school staff?
- Contextual safeguarding issues.

Depending on the nature of the incident/s, the Designated Safeguarding Lead may:

- Seek further information from those involved and witnesses.
- Decide to manage the concern internally.
- Organise a meeting with relevant staff and agencies to assess risk and agree a safety plan.
- Refer the young person that has been harmed and/or the young person who has displayed harmful behaviour to local services for Early Help.
- Make an advice call to Children's Social Care and/or submit a referral.
- Liaise with social workers or family support workers working with the young people involved (if applicable).
- Make a referral to the police.
- Undertake a risk assessment to ascertain steps necessary to safeguard the young person that has been harmed, alleged young person who has displayed harmful behaviour, adults and other young people.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the young person that has been harmed
- the alleged young person who has displayed harmful behaviour
- all other young people (and if appropriate, staff)

DSLs will seek advice from MCC to enable a thorough risk assessment to take place. Risk assessments will be kept under review as a minimum half-termly.

Supporting the young person who has been harmed

The school recognises that child on child abuse has a significant impact on young people and young people that have been harmed are likely to need ongoing support. Appropriate support will be put in place whilst investigation is taking place and following the initial response. This will, in the first instance be from the Family Support Worker, Youth mental health First Aider or through our therapeutic play interventions. Support will continue for as long as it is needed and will be reviewed regularly to ensure the young person that has been harmed is receiving appropriate care. The school will do everything possible to maintain the young person's normal routine and to protect them from further bullying and harassment as a result of their disclosure.

If a young person that has experienced child on child abuse moves to a new setting (*i.e.*, a transition to high school, or move out of area), the DSL will share the necessary information with the DSL at the new school to ensure that support for the young person continues.

Supporting the alleged young person who has displayed harmful behaviour

The school has a responsibility to ensure that an alleged young person who has displayed harmful behaviour continues to receive a suitable education and will consider a range of options in continuing educational provision.

The school recognise that young people who perpetrate child on child abuse may be being abused themselves. The school will continue to safeguard these young people and provide them with support.

A plan to reduce the risk posed by the alleged young person who has displayed harmful behaviour will be put in place as part of the risk assessment made following the alleged abuse.

If the alleged young person who has displayed harmful behaviour moves to another setting, the DSL will share information as necessary to safeguard the individual and other young people at the new setting.

The school may choose to impose a consequence on the alleged young person who has displayed harmful behaviour following an incident of child-on-child abuse. In this case, the school's Behaviour Policy will be followed in determining the level and severity of consequence.

Where a young person is cautioned or receives a conviction related to an incident of child-on-child abuse, the school will update the risk assessment accordingly and work with the relevant agencies to further support both the young person that has been harmed and the young person who has displayed harmful behaviour appropriately.

Recording Keeping

All allegations and incidents of child-on-child abuse will be recorded, along with relevant actions (including the creation and review of risk assessments and referrals to agencies), on CPOMS and tagged in the category, 'Child on child abuse'.

Incidents of child on child abuse will be reported to the Local Governing Committee via the Principal's report.

Parents and Carers

Parents and carers will be informed of incidents unless sharing information puts a young person at greater risk of harm.

Young people will always be encouraged to speak to parents or carers about child-on-child abuse. If the young person wishes to withhold information from their parents or carers, competency will be assessed using the Gillick competency and Fraser guidelines (where applicable).

Review of Circumstances

Following any incident of harm, the school will conduct a review to consider if anything could have been done differently and what has been

learned from the incident this will include a review of policies and systems to ensure that the school is effectively keeping young people safe.

APPENDIX H

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
- KCSIE Keeping Children Safe in Education
- LADO Local Authority Designated Officer
- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board
- SOS Signs of Safety