



SAFEGUARDING POLICY

2022-2023

Version and Date		Action/Notes
1.0	May 2016	Policy revised and updated by Ms S Finlay, Headteacher, Dean Trust Ardwick
2.0	Feb 2017	Edits and updates made by Headteacher
3.0	Feb 2018	Edits and updates made by Mr S Platt, DSL, Dean Trust Ardwick
4.0	Jan 2019	Edits and updates made by Mr S Platt, DSL, Dean Trust Ardwick
5.0	Octo 2019	Edits and updates made by Mrs L Hardman, DSL, Dean Trust Ardwick
6.0	Sept 2020	Edits and updates made by Mrs L Hardman, DSL, Dean Trust Ardwick
7.0	Sept 2021	Edits and updates made by Mrs L Hardman, DSL, Dean Trust Ardwick
8.0	Sept 2022	New Policy created by Mrs V Wilde, Acting DSL, Dean Trust Ardwick

Reviewed:	September 2022
Review frequency:	Annually
Next review:	September 2023
Signature of Headteacher: 	Signature of Chair of Local Governing Committee: 

Dean Trust Ardwick		
The Headteacher who has the ultimate responsibility for safeguarding is Mr Steven Worthington		
In their absence, the authorised member of staff is Mrs Victoria Wilde		
KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
Mrs Victoria Wilde	Acting DSL	0161 972 2988 Ext 3014
Ms Carolynn McNair	Acting Deputy DSL	0161 972 2988 Ext 3066
Mrs Louise Charles	Assistant Head (Behaviour)	0161 972 2988 Ext 3031
Miss Abigail Horsley	Assistant Head (Inclusion)	0161 972 2988 Ext 3059
Mr Ben Bridden	Head of Year 7	0161 972 2988 Ext 3093
Mr Sam Mullallay	Pupil Support Manager Year 7	0161 972 2988 Ext 3069
Mrs Shola Rashford	Head of Year 8	0161 972 2988 Ext 3033
Miss Naomi Williamson	Pupil Support Manager Year 8	0161 972 2988 Ext 3068
Mr Chris Smith	Head of Year 9	0161 972 2988 Ext 3039
Mr Waqas Vassi	Pupil Support Manager Year 9	0161 972 2988 Ext 3072
Mr Steven Diaz	Head of Year 10	0161 972 2988 Ext 3038
Mr Alex Moxam	Pupil Support Manager Year 10	0161 972 2988 Ext 3054
Mr Jason Chetwyn	Head of Year 11	0161 972 2988 Ext 3055
Miss Cheryl Welsh	Pupil Support Manager Year 11	0161 972 2988 Ext 3041

NAMED GOVERNORS for Safeguarding & Prevent	Contact Phone Number/Email
Dr Stephanie Jenkins	0161 972 2988

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

The effectiveness of our safeguarding arrangements are monitored by SLT and the Governing Committee through the Trust's policy, including its aims and ethos, which have been written in line with the statutory DfE guidance 'Keeping Children Safe in Education' (September 2022) and Working Together to Safeguard Children (July 2018), the Governance Handbook and follow Manchester Safeguarding Partnership (MSP).

Review Date	Changes made	By whom
September 2022	Policy created	Victoria Wilde

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2022-2023	September 2022	Stephanie Jenkins

Summary of Safeguarding Procedures

At DTA staff understand the make-up of our school cohort, the characteristics of our most vulnerable learners and the common risks prevalent in our local community and use this knowledge to take equal and collective responsibility to meet the needs of all pupils.

At DTA we believe all pupils will need 'mountain rescue' at some point during their time at DTA. We have varying levels of support for our pupils at school. We work around a model based on three levels –

- Prevent (Getting Advice) - Form Tutor, Teacher, all staff
- Support (Getting Help) - Form Tutor, Pastoral Team, Inclusion Team
- Crisis - (Getting More Help and Getting Risk Support) Safeguarding Team, External Agencies

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

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, visitors and volunteers must be careful with children that they cannot promise to keep secrets.



If a child discloses / implies they are in risk of immediate harm – staff must report this immediately to DSL / DDSL face to face before the child leaves school. All reports must then be followed up with a record on CPOMS



DSL / DDSL will assess risk of disclosure and identify appropriate following action – and whether this falls into the ‘prevent’, ‘support’ or crisis’ level. This may include a referral to Children’s Services or external agencies. 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 informed about the progress of the complaint/expression of concern and ensure information is clearly communicated

Staff at DTA work with

the ethos that 'it could happen here' in relation to a child being subjected to any form of abuse. Staff should not assume that someone else will take action. We are all responsible for pupil Welfare and safeguarding. Through collective, deliberate action from all staff our goal is for all children to be safe, happy and heard.

Any member of staff can make a referral to services to support a child. Key contacts are-

- Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
- Social Care Advice & Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196
- MCC Safeguarding in Education Team: 0161 245 7171

If a child is at immediate risk of harm – call 999

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, including low level concerns or possible child abuse by colleagues must be reported immediately to the Headteacher. If the Headteacher is absent, then the concern must be raised with the Deputy Head. In the absence of the Deputy head, raise a concern with the DSL. The concern must not be discussed with other colleagues. Complaints about the Headteacher should be reported to the Chair of Governors.

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 contacting;

- All staff, volunteers and visitors should feel they are able to raise concerns about poor or unsafe practice and potential failure in the safeguarding regime with the Head Teacher, knowing they will be taken seriously. However, if a staff member feels unable to do this or that their genuine concerns are not being addressed, they feel that the organization doesn't have clear safeguarding procedures to follow, they have raised a concern but it hasn't been acted upon, are worried about being treated unfairly or think their concern won't be dealt with properly they can contact:

The NSPCC whistleblowing helpline (08000 280285) / email help@nspcc.org.uk

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

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.

CONTENTS:

1. Introduction
2. Roles & Responsibilities
3. Training & Awareness Raising
4. Safeguarding/Child Protection Policy & Procedures
5. Case Management, Record Keeping & Multi-agency Working
6. The Curriculum
7. E-Safety
8. Safer Recruitment
9. Managing Allegations
10. Safety On & Off-Site
11. Complex Safeguarding
12. Part 1 & Annex A of 'Keeping Children Safe in Education (KCSIE), September 2022 - statutory guidance to be read by staff as determined by the headteacher/principal and Governing Body

APPENDICES:

- A. Key Legislation, Statutory Guidance & Ofsted Framework
- B. Other Government & National Guidance
- C. Local Policies & Guidance (MCC, Greater Manchester & Manchester Safeguarding Partnership)
- D. Other Relevant School Policies/Procedures
- E. Other Relevant MCC Education Department Policies/Guidance
- F. Abbreviations

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, visitors and contractors are working together to safeguard and promote the welfare of children and young people and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (KCSIE, Part 1, p 6)

Any disclosures / suspicion / signs or symptoms of abuse must be reported immediately to the DSL / Deputy DSL verbally. This must then be recorded factually, and promptly on CPOMS. This also applies to any instances of Child on Child abuse. Child on child abuse is most likely to include but is not exclusive to –

- Bullying – including cyber bullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

At DTA staff are aware that they must respond to all signs, reports and concerns of Child on Child Abuse, sexual violence and sexual harassment. Staff are work in line with the ethos that 'it could happen here' and understand that sexual violence and sexual harassment can occur between two or more children of any age. It can occur through a group of children sexually assaulting or harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face both physically and verbally and are never acceptable. Staff and pupils at DTA are clear there is a zero -tolerance approach to sexual violence and sexual harassment – and will never be passed off as 'banter' or 'just having a laugh'. All reports of sexual violence and / or harassment – both on and off line are responded to, including those that have happened outside of school.

Reports of this nature will be managed by DSL / Deputy DSL and if required will be discussed with the Police and Local Authority children's social care.

Staff at DTA understand that victims of abuse may not disclose the full picture immediately, some victims of abuse may not disclose at all. Staff at DTA are aware of the importance of children receiving the right support at the right time, and that some pupils are more vulnerable, or at higher risk of harm than others. To ensure that all of our pupils receive equal protection, we will give special consideration to pupils who are:

- Disabled or who have special educational needs.
- Living in circumstances where the child experiences / witnesses domestic abuse
- Affected by parental substance misuse.
- Vulnerable to being bullied, or bullying.
- Living away from home.
- Living in temporary accommodation.
- Living in chaotic and unsupportive home situations.
- Vulnerable to discrimination on the grounds of race, ethnicity, religion or sexuality.
- Involved directly or indirectly in prostitution or child trafficking.
- Asylum seekers.
- Do not have English as a first language.
- Previously looked after children and care leavers.

See KCSiE Part 1, Part 5 & Annex B for definitions and further information about:

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect (1.21-30)
- Channel (Annex B, p148)
- Child Abduction and Community Safety Incidents (Annex B, p140)
- Child on Child Abuse – including sexual harassment, up skirting & sharing of nude and semi-nude images (1.32-35, Part 5)
- Child Criminal Exploitation (1.36-39, Annex B, p140-142)
- Child Sexual Exploitation (1.36, 40-42, Annex B, p140-142)
- Children and the Court System (Annex B, p142)
- Children Missing from Education (Annex B, p142-3)
- Children who are lesbian, gay, bi or trans (LGBT) (2.202-4)
- Children with Family Members in Prison (Annex B, p143)
- County Lines (Annex B, p141-2)
- Cybercrime (Annex B, p143-4)
- Domestic Abuse (New para at 1.43 and Annex B, p144-5)
- Early Help (1.20, 1.58,)
- Elective Home Education (2.175-8)
- Homelessness (Annex B p145-6)
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty (clarification 1.86-1.93)
- Looked After Children and children open to or who have been open to a Social Worker (Further information on the role of the Head of the Virtual School, 1.191-196)
- LGBT children (Extended information at 2. 202-204)
- Mental Health (1.45-7, Annex B p146)
- Modern Slavery & the National Referral Mechanism (Annex B, p146-7)
- Online Safety, including Education at Home (2.134-147, Annex B, p155-7)
- Prevent Duty (Annex B, p148, Additional support, p149)
- Preventing Radicalisation (Annex B, p147-8)
- Serious Violence (1.48, Annex B p150-151)
- Sexual Violence and Sexual Harassment between children in schools and colleges (Part Five, Annex B, p149-50)
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing (1.44 & Annex B, p151-3)

For guidance on responding to pupils in Mental Health crisis, and how to best support a pupil in this moment, please see Mental Health risk assessment and support guide attached in appendix

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

At DTA staff and Governing bodies understand the make-up of our school cohort, the characteristics of our most vulnerable learners and the common risks prevalent in our local community and use this knowledge to take equal and collective responsibility to meet the needs of all pupils. All pupils will need mountain rescue at some point during their time at DTA. We have varying levels of support for our pupils at school. Work around a model based on three levels –

- Prevent (Getting Advice) - Form Tutor, Teacher, all staff
- Support (Getting Help) - Form Tutor, Pastoral Team, Inclusion Team
- Crisis - (Getting More Help and Getting Risk Support) Safeguarding Team, External Agencies

We are all responsible for pupil Welfare and safeguarding. Through collective, deliberate action from all staff our goal is for all children to be safe, happy and heard. Our approach is child centred and needs based, aimed to achieve outcomes in the best interest of the child.

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

- protecting children from maltreatment;
- preventing the 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, p 6)

Dean Trust Ardwick’s core purpose is to empower all pupils to find their purpose and thrive as citizens of the world. Our vision is for “True Inclusion” – all pupils thrive without exception.

- 1.1 Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in ‘Working Together to Safeguard Children 2018’ and ‘KCSiE 2022’ Our policy ensures that we comply with our Statutory Duties (Appendices A & B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children’s Services and Community Safety (MCC)
- 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 (Appendix E)

- 1.4 Our policy complements and supports other relevant school policies including
 - 1.4.1 Attendance policy (which includes procedures for a child missing in education)
 - 1.4.2 Behaviour policy (which includes reasonable force)
 - 1.4.3 Child Protection- Statement of Intent
 - 1.4.4 Relationship Sex and Health Education Policy
 - 1.4.5 SEND policy
 - 1.4.6 LAC Policy
 - 1.4.7 Anti-Bullying Policy
 - 1.4.8 Dean Trust Ardwick Safeguarding Handbook.
- 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.

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR GOVERNING BODY

Our Governing Body have a strategic leadership responsibility for our school's safeguarding arrangements and **will** ensure that they comply with their duties under legislation. They **will** have regard to KCSiE 2022, ensuring policies, procedures and training in their schools/colleges are effective and comply with the law at all times.

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)
- 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 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. Pupils at DTA report concerns, verbally to staff, can drop written concerns

confidentiality in Safeguarding boxes around school, or report from a device using the SHARP System. Instruction on how to do this is signposted in form rooms, via form tutor and form bulletin, and is signposted around school in key areas

- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school/college has an effective Child Protection Policy (include details of 2.98 here if necessary)
- 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/student
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. Half termly meetings take place between the Safeguarding Governor and DSL to ensure all Safeguarding practices are Quality Assured
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance. Key trends are communicated with staff whole school via tri weekly year team meetings. During these meetings any relevant updates to Safeguarding legislation is shared along with emerging or current trends in school or in the local community that has been shared by partner agencies.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff, volunteers and contractors including online checks, and overseas checks where relevant. At DTA we work closely with the Trust's HR team to ensure that our recruitment selection and pre-employment vetting is secure and follows procedures as required in Part 3 of KCSIE 2022:
- SLT and appointments panel on our Local Governing Committee have undertaken Safer Recruitment Training.
- We seek references for all shortlisted candidates including internal ones before interview in order to explore any issues of concern with the referee and take up with candidate at interview (s108 KCSIE 2022).
- Online searches will be carried out on all shortlisted applicants in line with Part 3 of KCSIE 2022.
- All our interviews include at least one safeguarding question which helps us to make judgements about the candidates' suitability for employment.
- Our Single Central Record follows the requirements as specified in KCSIE 2022 s267-277.
- DBS criminal record checks, including barred list checks and prohibition checks for teachers and managers are undertaken by the HR team in accordance with requirements prior to taking up post.
- All other vetting and background checks on anyone working in any capacity are made in accordance with the requirements set out in Part 3 of KCSIE 2022.
- 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. All staff are updated annually with changes in legislation and Policy updates. Additional training

is held throughout the year on key themes and emerging trends, these themes are identified using reports from CPOMS. New staff and volunteers receive a safeguarding induction when they start and receive further Safeguarding training specific to our school community within the first half term of their post. This is monitored by the DSL and recorded.

- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. The DSL provides a termly report to governors to ensure that governors are fully aware of what the school is doing to ensure the safeguarding of all pupils, and that they are aware of any updates to legislation or guidance. Termly meetings are held with the link governor for safeguarding and prevent to support and challenge the DSL regarding the safeguarding policy and practice. Regular reports enable the governors to discharge their responsibilities for safeguarding. The DSL and DDSL each receive half termly supervision by an experienced and qualified safeguarding consultant. This enables them to reflect on their safeguarding practices, and provides support to manage caseloads effectively and cope with the emotional demands of the role. Members of the wider team receive supervision on a need's basis completed by the DSL or Deputy. There is a termly Safeguarding Committee meeting in school led by the Chair of Governors and CP link. The meeting is used as an accountability measure for the safeguarding team and minutes are recorded and are stored centrally at a Trust level.
- 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 HEADTEACHER

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

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

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers, volunteers 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.

- 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. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through pupil voice and is accessible to all children.
- 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. The DSL takes lead responsibility for safeguarding and child protection and works with the local authority and other agencies in line with Working Together to Safeguard Children 2018. During term time the DSL (or a deputy) is always available (during school hours) for staff in the school to discuss any safeguarding concerns. Preferably this is face to face, but if there is an occasion where it is not possible to meet with the DSL or deputies, they then see another named member of the safeguarding team, SLT or phone through to the Contact Centre and make a referral. The Manchester City Council Safeguarding Team can be contacted on 0161 234 5001, this number can be used to reach out of hours, during evenings, weekends and 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 regards 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. This is stored on our Single Central Record.
- 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. Any workshops, assemblies or activities from external providers are discussed with a member of SLT before taking place to quality assure the content and propose outcomes
- 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 LEAD (DSL)

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

The DSL, together with Welfare 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 feeling, and also understand the difficulties some children may have in approaching staff about their circumstances
- Work closely with the school's lead for mental health
- 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/commission support and training for staff and volunteers. The schools provide training for all staff and governors on a regular basis. We ensure that all staff, including those who are new at the start of and throughout the year undertake training as part of their induction. We deliver Child Protection training at regular intervals on a termly basis to accommodate new staff who join us at various times throughout the year. A register is kept of all those staff that have received training which is added to our Single Central Record and all staff are in possession of a certificate and all staff are in possession of a certificate of attendance at their training session. The impact of this is monitored every three weeks with a year team meeting during which any questions/concerns regarding Safeguarding practice can be raised and addressed.
- 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. DSL / DDSL will report necessary concerns to Manchester City Council Contact Centre / AGS. This will be logged along with the outcome / recommendation. If there are concerns that a Safeguarding risk still remains this will be escalated to Team Manager for further consultation. The reasons for this will be recorded along with outcomes of escalation
- Understand the assessment process for providing early help
- Have a working knowledge of how local authorities conduct a child protection case conference and review conference, and be able to attend and contribute to these effectively. A representative from school will attend all Initial and Review cases – this will be either the DSL or DDSL, in rare circumstances a member of the Welfare team may attend on behalf of school if DSL / DDSL are not available. School staff will ensure a thorough report is given to the family (unless this increases risk of harm to any individual) and relevant professionals prior to conference and work in line with Signs of Safety approach. Any contribution to the child protection process will be done in the best interest of the child with the view to reduce risk of harm.

- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice. Key members of staff including Head Teacher, certain Assistant Heads, DSL, DDSL, Heads of year and Pupil Support Managers are DSL trained. This training is refreshed every two years so that key staff are able to identify and address safeguarding concerns. Regular meetings are held to ensure areas of need are identified and addressed and that prompt action is taken to any concerns raised by pupils or staff. Meetings are recorded and actions audited to ensure these have been addressed in a timely manner
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance (Part 5.465)
- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult and have arrangements in place for ensuring this if a police officer requests to meet with a child when in school. (Annex C, link to statutory guidance - PACE Code C 2019) All visitors attending school including Police are signed in at reception. The DSL / DDSL is contacted if a visitor arrives to speak with a child to ensure an appropriate adult is present and where possible parental consent has been gained (there may be some instances this is not possible or applicable) Juveniles may only be interviewed at their place of education in exceptional circumstances and only when the principal or their nominee agrees. Every effort should be made to notify the parent(s) or other person responsible for the juvenile's welfare and the appropriate adult, if this is a different person, that the police want to interview the juvenile and reasonable time should be allowed to enable the appropriate adult to be present at the interview. If awaiting the appropriate adult would cause unreasonable delay, and unless the juvenile is suspected of an offence against the educational establishment, the principal or their nominee can act as the appropriate adult for the purposes of the interview.
- 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 keep them up to date.
- Keep information confidential and store securely with a separate file for each child. The DSL keeps an up to date and accurate record of all concerns raised by staff. Concerns are recorded on CPOMS which is a confidential and secure online reporting and record keeping software.
- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues (KCSiE, 191-196)
- Share and transfer safeguarding and child protection information as appropriate. CPOMS files are transferred securely once a pupil has transitioned from Primary school to DTA, or shared to College once we have confirmation that the pupil has arrived at College. For any partner education providers who do not use CPOMS a handover is arranged to transfer any Safeguarding information confidentially and securely.
- Always be available during school hours during term time, and at other times as designated by the Headteacher. At Dean Trust Ardwick the Head Teacher or DSL is available for staff to contact re Safeguarding concerns out of school hours or in

the Holidays. However, any member of staff can make a referral to services to support a child, if DSL / Head teacher are not contactable for any reason out of hours, key contacts are:

- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing

Early Help Hubs:

North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977

Social Care Advice & Guidance Service: 0161 234 5001

Complex Safeguarding Hub Advice Line: 0161 226 4196

MCC Safeguarding in Education Team: 0161 245 7171

challenging circumstances

- Understand the lasting impact that adversity and trauma can have on children and young people
- Ensure the child protection policy is available publicly and parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school/college in this.
- When making contact with Children's Services or external agencies we will gain consent from parents / carer before doing so unless this places the child at possible further risk
- We provide a tiered approach in relation to levels of support, or 'mountain rescue'. Staff at DTA understand all pupils are on a journey from Y7 – 11 and that at some point on their journey to the summit in Y11, all pupils will need mountain rescue at some point. We provide varying degrees of mountain rescue dependent on the pupils need - prevent, support, crisis. At prevent level all staff support our pupils and offer advice, guidance and support. Support level our Wider welfare team support including Pupil Support Managers, Heads of Year and SENDCo offer more specific formalised support or intervention. Crisis level will be supported by DSL / DDSL

SCHOOL/COLLEGE STAFF

2.4 ALL STAFF

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

All staff will:

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSiE 2022 as directed by senior leaders and appropriate to individual roles.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding concerns and key LA approaches

- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Physical Restraint Policy
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- 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 there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious 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
- Contribute to the teaching of safeguarding in the curriculum as required
- Provide targeted support for individual and groups of children as required

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

3. TRAINING AND AWARENESS RAISING

- 3.1 In accordance with KCSiE, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety) and be made aware of the systems within the school which support safeguarding e.g. the Behaviour Policy
- 3.2 All staff must ensure that they have read and understood KCSiE: Part One/Annex A and/or Annex B this is monitored electronically using 'online training toolz' system.
- 3.3 All staff will receive regular child protection training at least every 2 years and an annual update which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes. Training workshops are held in relation to emerging needs which are highlighted through CPOMS reports
- 3.4 All staff members will receive regular safeguarding and child protection training and updates, including online safety, as required, providing them with relevant skills and knowledge to safeguard children effectively. Describe arrangements, eg bulletins/staff meetings, etc, including monitoring & recording.
- 3.5 All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years.

- 3.7 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 and this is included in our training programme

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. Pupil voice surveys and 'Safeguarding walks' are completed with pupils to gain views of any concerns in school. Child friendly resources are promoted around school in classrooms shared areas, form bulletins and promote that we are a 'telling school' and how to access 'mountain rescue'.

- 4.1.2 We participate in the UNICEF Rights Respecting School programme and are accredited at Silver Level

4.2 POOR ATTENDANCE

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. This includes missing individual lessons, as well as being absent or late at Registration. Any concerning patterns are reviewed in partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.
- 4.2.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.2.3 We implement the statutory and LA requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people. Further information can be found in our Attendance Policy
- 4.2.4 We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2021) to assist with strategies for supporting children and young people experiencing anxiety to return to school.
- 4.2.5 We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date. (MCC)

4.3 ALTERNATIVE PROVISION (AP)

- 4.3.1 We will only place children in AP which is a registered provider and has been quality assured e.g. is on the MCC approved provider list or has

been judged by Ofsted to be Good or better.

- 4.3.2. Children who require access to AP will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by us in accordance with the School Register Regulations. Our DSL will work together with the DSL at the AP to ensure that any safeguarding concerns are followed up appropriately.

4.4 EXCLUSIONS

- 4.4.1. We comply with statutory regulations and with the LA Inclusion Policy (October 2021).
- 4.4.2. The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.
- 4.4.3 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.
- 4.4.4 Where it is felt that a child or young person is likely to be permanently excluded a multi-department assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved

4.5 VULNERABLE GROUPS

- 4.5.1 We ensure that all key staff work together to safeguard vulnerable children. Weekly panel / tactical meetings are held to assess what support is best for vulnerable pupils and that the support is impactful and monitored. Emerging themes are discussed and strategies to address these are established
- 4.5.4 Any child may benefit from early help /mountain rescue 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
- Additionally, these children will also be considered
- 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
 - LGBT children (KCSiE, Part 2:202-204)

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
 - Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
 - The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviors' such as bullying, without outwardly showing any signs and
 - Communication barriers and difficulties in managing or reporting these challenges.
- (KCSiE, Part 2:198)

4.5.5 Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. (KCSiE, Part 2:179)

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

4.5.5. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after. We work with relevant social workers and the Virtual School (KCSiE, 191-196)

4.6 CHILD ON CHILD ABUSE (KCSiE 5. especially added points 445-492)

- 4.6.1 All our staff recognise that children are capable of abusing their peers, including online.
- 4.6.2 We work in line with KCSiE and ensure that our procedures to manage Child on Child abuse are effective and clear to all staff. These are summarised below:
- There are procedures in place to minimise the risk of child on child abuse – e.g Safeguarding walks with pupils to identify high risk areas in school. We address any findings from this
 - The systems in place 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
 - How allegations of child on child abuse will be recorded, investigated and dealt with
 - 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
 - Recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and simply not be reported
 - We have 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’.
 - Recognition 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
 - Recognition of 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

4.7 ELECTIVE HOME EDUCATION

- 4.7.1 We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child’s best education is at the heart of the decision.
- 4.7.2 We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs
- 4.7.3 If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made.
- 4.7.4 We will inform Manchester LA of all deletions from the admission register when a child is taken off-roll and we understand that a child may be removed from roll as soon as the parent has informed us of their decision.
- 4.7.5 We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education.

4.8 COMMUNITY SAFETY

4.8.1 Serious violence

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

4.8.2 Child abduction and community safety incidents

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. We have a curriculum that reflects the need of our school community and aims to support every child to thrive without exception. Alongside this we aim to run targeted workshops in relation to emerging trends in order to respond to the needs of pupils in school to support them in decision making and keeping themselves safe.

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

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

5.1 KEEPING RECORDS

All safeguarding records are held on CPOMS

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

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

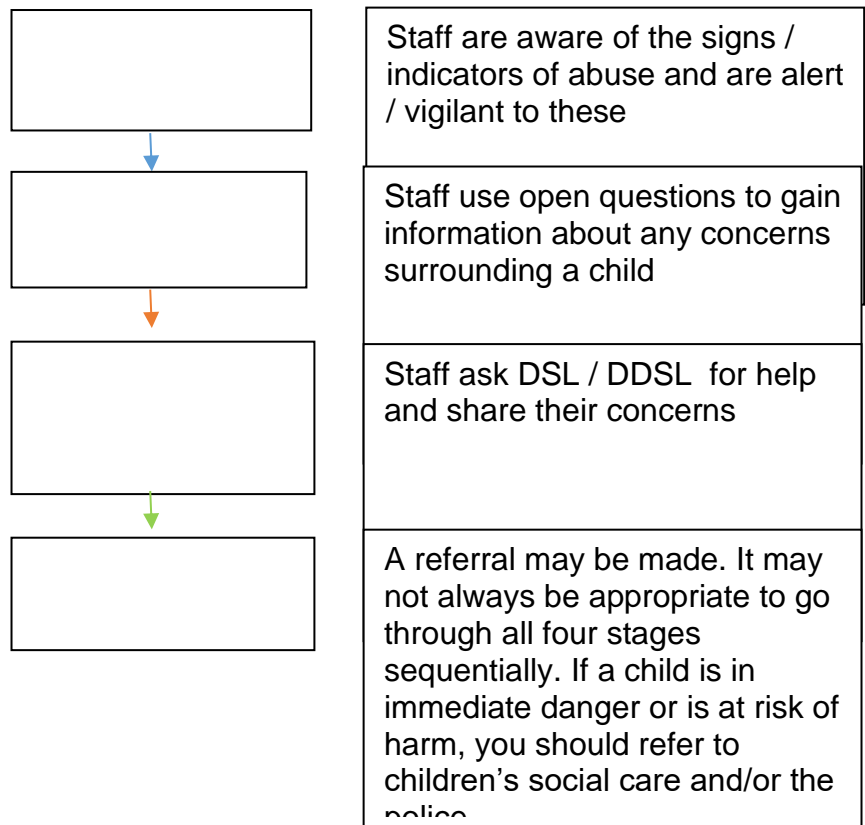
5.1.3 We keep our safeguarding records secure.

5.2 RECORDING AND REPORTING CONCERNS

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

- Speak to the DSL or the person who acts in their absence – face to face, before the child leaves school
- Agree with this person what action should be taken, by whom and when it will be reviewed

- Record the concern using our safeguarding recording system – CPOMS
- All staff are aware of what to do if they are worried a child is being abused:



5.3 WORKING WITH PARENTS/CARERS

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

5.3.5 In such cases the DSL or Headteacher will seek advice from Children's Social Care AGS.

5.4 MULTI-AGENCY WORKING

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

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

5.4.3 We will notify the named Social Worker if:

- A child subject to a child protection plan is at risk of permanent exclusion
- There is an unexplained absence of a child who is subject to a child protection plan
- It has been agreed as part of any child protection plan or core group plan.
- We receive an Operation Encompass notification and believe the social worker may not be aware of the circumstances

5.4.4. We will regularly review concerns if necessary, as detailed in KCSiE and will follow LA and MSP procedures if there is a need to re-refer or to escalate.

5.5 CONFIDENTIALITY & INFORMATION SHARING

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

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

5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine.

5.5.4 We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.

5.5.5 We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. 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 2:119)

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

- 5.6.1 A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.
- 5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. There will be held in person where possible DTA will endeavor to provide an appropriate space to facilitate this or staff will travel to proposed venue. If this is not possible staff will attend virtually. During school holidays the DSL /DDSL will make arrangements to attend virtually where possible.
- 5.6.3 Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.
- 5.6.4 Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- 5.6.2 We will aim to discuss and share reports with the parents/carers before the conference.
- 5.6.3 All relevant staff will be confident in using the tools which are part of the Signs of Safety approach

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

- 5.7.1 Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 5.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 5.7.3 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.
- 5.7.4 We will endeavor to keep the child or adult informed about the progress of the complaint/expression of concern.

5.8 LEARNING FROM SERIOUS CASES

- 5.8.1 MSP will always undertake a child practice review (CPR) previously called a serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the CPR/SCR is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people

5.8.2. If required, we will provide an individual management report for a CPR/SCR and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

5.8.3 Our DSL will keep up to date with the findings from CPR/SCR and other learning reviews nationally and in Manchester, share the learning and review our safeguarding procedures if relevant.

6. THE CURRICULUM

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

- 6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- 6.2. This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenge and to make informed choices in later life.
- 6.3.1 Relationships Education, Relationships and Sex Education (RSE) and Personal Social and Health Education (PSHE) lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.
- 6.4 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.
- 6.5 All children know that there are adults in our school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will

be taken seriously and treated with respect. Pupils can report concerns using the SHARP system, speak to a form tutor, teacher, member of the Welfare team, or any member of staff in school.

- 6.6 Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children. (KCSiE Part 2)

7. ONLINE-SAFETY

- 7.1 Online safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school/college approach empowers us to protect and educate pupils/students and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- 7.2 We consider the 4C areas of risk to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.
- 7.3 The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.4 Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in our behaviour policy but in summary, we do not allow mobile phone use in school. Mobile phones are to be kept in pupils bags, switched off.
- 7.4 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. Pupils computer use is monitored by Net DNA. Any concerns are flagged up to staff on this system, high level concerns will be reported on CPOMS and addressed by DSL /DDSL. Any instances of significant concern or immediate risk will be referred to partner agencies for consultation
- 7.5 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.
- 7.5 We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information.

- 7.7 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. This is reflected in our staff code of conduct
- 7.9 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. Describe if applicable eg workshops for parents and up to date information on website
- 7.10 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. Describe your procedures.
- 7.11 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, 134-147)

8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance, KCSiE and the LA model policy for Safer Recruitment (Appendices A & D)
- 8.2 Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school. These measures are outlined below and expanded in our Safer Recruitment Policy.
- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons 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
 - We understand the process around filtering offences
 - 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.
 - Shortlisted 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 must sign a declaration confirming information given is true

- References are obtained by the school/college 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
 - We will investigate at interview if any concerns have come to light about the candidate through DBS or online checks.
 - We involve pupils/students in the process in a meaningful way
 - 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 complete appropriate 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
- 8.3 The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate. Any out of activities on site must have a named Safeguarding Lead who is in direct contact with the DSL so that any concerns can be reported for follow up if necessary. Any onsite activities must have their own safeguarding procedures that have been shared and checked with school and any concerns must be acted on immediately.
- 8.4 The school maintains a single central record of all recruitment checks updated and monitored at least termly
- 8.5 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 8.6 Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- 8.7 We will not keep copies of DBS certificates, either electronically or in paper files

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

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

- 9.1 We follow the DfE guidance KCSiE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly.
- 9.2 We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated
- 9.3 The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation
- 9.4 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'
- 9.5 The harms threshold indicates that a person would pose a risk of harm if they have-
- Behaved in a way that has harmed a child or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behavior that may have happened outside school/college, known as transferable risk)
- 9.6 Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusions.
- 9.7 Concerns that do not meet the harm threshold may include
- Suspicions or nagging doubts about a member of staff
 - Complaints
 - Disclosures made by child, parent/carer or another adult within or outside of school/college
 - Inappropriate conduct outside of work
 - Those raised during recruitment and vetting processes
- 9.8 Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimizing the risk of abuse

- 9.9 Although low level concerns may not meet the harm threshold, they are not insignificant.
- 9.10 All low-level concerns are reported to the headteacher and may also be self-referred (KCSiE provides further clarity on processes- 432-434)
- 9.11 Our Managing Allegations Policy details the processes and conclusion of low-level concerns and guidance about including information in references.
- 9.12 All allegations made against a member of staff, including supply staff, volunteers, contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 9.13 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower.
- 9.14 Historic allegations will be referred to the police.

10.SAFETY ON & OFF SITE

- 10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 10.2 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- 10.3 All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained. It may be necessary to undertake an assessment of the education value, age appropriateness and content of the visitor's itinerary.
- 10.4 Visitors who are in school/college in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check
- 10.5 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 and set out our safeguarding requirements in any contacts between school/college and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.
- 10.6 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.

- 10.7 When the school/college is let, if services or activities are provided by the governing body or proprietor, under the direct supervision or management of school/college staff, the school/college arrangements for child protection will apply.
- 10.8 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.
- 10.9 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.
- 10.10 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. Any content delivered to pupils from an external provider is quality assured by SLT before this is agreed.
- 10.11 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- 10.12 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.13 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.

11 . COMPLEX SAFEGUARDING

Serious violence

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

Child Criminal Exploitation and Child Sexual Exploitation

- 11.2.1 Children's Social Care will refer cases of child exploitation, criminal or sexual, to the Complex Safeguarding Hub and we will contact the professionals' advice line for further support.
- 11.2.2 We understand that schools are one of many locations where children can be targeted and recruited into county lines and recognise additional specific

indicators that may be present when a child is criminally exploited through involvement in county lines. (KCSiE, Annex B)