

CHANGING LIVES  
IN COLLABORATION



**CLIC**

Co-operative Trust

# **Safeguarding & Child Protection Policy**

## **2020/21**

**To be read in conjunction with Keeping  
Children Safe in Education Part 1.**

**SAFEGUARDING POLICY**

## Chorlton Park Primary School

**The Headteachers who has the ultimate responsibility for safeguarding are**

**Stef Habershon (EYFS/KS1) and Meryl Blackburn (KS2)**

**In their absence, the authorised member of staff is Helen Chell**

### KEY SCHOOL STAFF & ROLES

Name	Role	Location and/or Contact Phone Number
<i>Helen Chell</i>	<i>Designated Safeguarding Lead</i>	0161 881 1621 <a href="mailto:hchell@chorltonpark.manchester.sch.uk">hchell@chorltonpark.manchester.sch.uk</a>
<i>Kate Holden- Sim</i>	<i>SENDCo</i>	0161 881 1621 <a href="mailto:kholdensim@chorltonpark.manchester.sch.uk">kholdensim@chorltonpark.manchester.sch.uk</a>
<i>Lizzy Pilling</i>	<i>Play therapist</i>	0161 881 1621 <a href="mailto:lpilling@chorltonpark.manchester.sch.uk">lpilling@chorltonpark.manchester.sch.uk</a>
<i>Ruth Beeching</i>	<i>Attendance Officer and Family Support Worker</i>	0161 881 1621 <a href="mailto:rbeeching@chorltonpark.manchester.sch.uk">rbeeching@chorltonpark.manchester.sch.uk</a>

<b>NAMED GOVERNOR for Safeguarding &amp; Prevent</b>	Contact Phone Number/Email
Joanna Midgeley	<a href="mailto:cllr.j.midgley@manchester.gov.uk">cllr.j.midgley@manchester.gov.uk</a>

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

- Staff will record the concern on CPOMs as soon as possible (or complete a 'Cause for Concern' form (available in each staff room)
- Send the CPOMs incident or pass the concern to the
  - Designated Safeguarding Lead – Helen Chell,
  - or in her absence,
  - Meryl Blackburn or Stefanie Habershon (Headteachers).
- Reports should always be professional, objective and factual.
- Staff will not investigate the situation themselves unless advised to do so. They should listen in detail to disclosures but not ask any leading questions as this could harm any further enquiry.
- The Safeguarding Team will decide on the course of action referring to the MSP Levels of Need. Due to confidentiality, staff may or may not be informed of this.
- The Safeguarding Team will aim to work with parents and carers to address the concern.
- If a child is thought to be at risk of immediate harm then a referral will be made to Children's Services or to the police. Parents may not be informed of this if it is deemed that it may put a child at further risk of harm.
  - Early Help Hubs: **North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977**
  - Social Care Advice & Guidance Service: 0161 234 5001
  - Complex Safeguarding Hub Advice Line: 0161 226 4196
  - MCC Safeguarding in Education Team: 0161 245 7171

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

- this should be referred to the Head Teachers: -

**Mrs M. Blackburn (KS2) and Ms S Habershon (EYFS and KS1)**

- Where there are concerns/allegations about the Head Teacher, this should be referred to the Executive Headteacher: **Ms Jo Ashcroft.**

and

- Where concerns or allegations are regarding the Executive Headteacher, this should be referred to the chair of governors, **Ms H Remeika.**

The matter must remain confidential.

The headteachers or Executive Headteacher will refer the matter to the Designated Officer via the required referral form.

Further action will be decided in consultation with the Designated Officer.

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

**Procedure for dealing with a disclosure**

- Children are able to raise a concern by talking to a member of staff or trusted adult.
- They can use their lolly stick to indicate that they wish to talk to a member of staff or they can use Confide, to send a message to the Safeguarding Team.
- The child will be allowed to speak freely in a confidential space (as much as this is possible)
- They may be offered to write or draw their concern if that is easier for them.
- The child will be listened to and reassured that they have done the right thing.
- The child will only be asked open questions if needed.
- The child will be informed that what they say will be passed to a member of the Safeguarding Team so that they can obtain the support that they require.
- Details will be recorded on CPOMs – the school's electronic recording system.

**Procedure when investigating a disclosure or allegation of peer on peer abuse.**

- All children involved will be spoken to on an individual basis and in private.
- If it is easier for them, they may be offered the opportunity to provide a written or pictorial account.
- All statements will be handled sensitively, bearing in mind that the perpetrator may also be experiencing abuse from someone.
- Appropriate sanctions will be employed for the perpetrator according to the nature of the disclosure.
- The victim's wishes and feelings will be taken into consideration when determining this.
- The actions will be recorded on CPOMs.
- All children's parents will be informed.

**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:-**

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:-  
The CLIC Trust is committed to the highest possible standards of openness, probity and accountability. In line with that commitment, it encourages employees and others with serious concerns about any aspect of the work of the Trust or one of its academies to come forward and voice those concerns. It recognises that certain cases will have to proceed on a confidential basis. This policy makes it clear that staff can do so without fear of reprisals and is intended to encourage and enable staff to raise serious concerns within the Trust or an academy, rather than overlooking a problems or publicly disclosing the matter.

All concerns will be treated in confidence and the Trust will do its best to protect your identity if requested. If investigation of a concern disclosed a situation which is sufficiently serious to warrant disciplinary action or police involvement, then your evidence may be important.

What do if you have a concern about poor or unsafe practice:-  
Staff should in the first instance raise a concern with their line manager, or another manager within their school. However, if for some reason this first step is inappropriate then then concern should be raised at a more senior level with the Headteacher.

NSPCC Whistleblowing Helpline: **0800 028 0285**

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

Review Date	Changes made	By whom
September 2020	Policy created	H.Chell & MCC
Insert date	Policy reviewed	Insert Name

**Ratification by Governing Body**

Academic year	Date of ratification	Chair of Governors
Insert Name	Insert Name	Insert Name

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## **APPENDICES:-**

**Part 1 & Annex A of 'Keeping Children Safe in Education (KCSIE), September 2020 - statutory guidance to be read by all staff**

- A. Legislation, Statutory Guidance & Ofsted Framework**
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# 1. INTRODUCTION

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

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

Our approach is child-centred.

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

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

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect (1.19 – 1.26)
- Channel (Annex A, p90)
- Child Criminal Exploitation (1.28, Annex A, p83)
- Child Sexual Exploitation (1.28, Annex A, p84)
- Children and the Court System (Annex A, p83)
- Children Missing Education (Annex A, p83)
- Children with Family Members in Prison (Annex A, p83)
- County Lines (Annex A, p85)
- Domestic Abuse (Annex A, p85)
- Early Help (1.18)
- Homelessness (Annex A p86)
- Mental Health (1.34 -1.38)
- Online Safety, including Education at Home (Annex C, p102-104)
- Peer on Peer/Child on Child Abuse – including sexual harassment, upskirting & sexting (1.29, Part 5 & Annex A, p91)
- Prevent Duty (Annex A, p90)
- Preventing Radicalisation (Annex A, p89)
- Serious Violence (1.31)
- Sexual Violence and Sexual Harassment between children in schools and colleges (Annex A, p92)
- So-called ‘Honour-Based Abuse’ including Female Genital Mutilation & Forced Marriage & Breast Ironing(1.33 & Annex A, p87-89)
- Upskirting (Annex A, p94)

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

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

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

**(KCSIE, p 5)**

At Chorlton Park we are a Rights Respecting School. We adhere to the UN Convention of the Rights of the Child and we believe that every child has the right to be treated as an individual and protected from harm.

Whilst celebrating the diversity of our school community we will also ensure that every child is treated equally and supported to be safe, happy and to achieve their potential both academically and personally.

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

## 2. ROLES & RESPONSIBILITIES

### LEADERSHIP & MANAGEMENT

#### 2.1 OUR HEADTEACHERS

Our Headteachers 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. We will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, identifying and responding to their needs, including:-

**‘providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.’ (KCSIE, 2.81)**

Our Headteachers are fully aware of statutory guidance in KCSIE and will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including **supply teachers** and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff **including supply teachers** and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the online tool to the LA as requested
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate **on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.**
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers’ handbook.
- **Child friendly information of how to raise a concern/make a disclosure has been developed through Safeguarding assemblies and our Child Friendly Child Protection Policy and is accessible to all children. Children are able to speak directly to Mrs Chell (Designated Safeguarding Lead) or any adult that they trust. They can also send a direct email to the Safeguarding Team via the Confide button on the computers.**



- 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**. All referrals are made after a discussion between the Designated Safeguarding Lead and/or Deputies. The Designated Safeguarding Lead or the Deputy Safeguarding Leads take the lead with all referrals and will attend Multi Agency meetings or Child Protection Conferences where possible. They will attend multi agency meetings during the holidays where possible and if they cannot then a representative from the LEA will attend in their place or a report will be submitted. Regular Safeguarding meetings are held to discuss the progress of interventions.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively. **Staff receive regular training and safeguarding updates at least annually. All staff understand their responsibilities and have read and understood this policy and Keeping Children Safe in Education (Part 1).**
- Any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. **Any outside speakers will come from recognised organisations and will have been vetted. There will always be a member of staff present to monitor any speakers. Any person disseminating extremist views will be immediately stopped and reported to Manchester Safeguarding Partners**

## 2.2 OUR GOVERNING BODY

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

We will ensure that:-

- All policies, procedures and training in our school are effective, taking account of LA and DFE guidance and comply with the law at all times
- A named member is identified as the designated governor for Safeguarding and receives appropriate training.
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. **Regular meetings are held between the Safeguarding Governor and the Safeguarding Lead. The Safeguarding Governor is invited to attend training and the safeguarding Lead presents at Governor's meetings.**

- 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 take into account national, local and school level information when formulating arrangements and policies. Feedback from staff is sought and changes are made when necessary.
- We operate safe recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers **including overseas checks where relevant.** This is monitored by the headteachers in regular SCR checks and by the Trust.
- We have procedures in place for dealing with allegations of abuse against members of staff, **including supply teachers** and volunteers and these are in line with KCSIE and Local Authority procedures. **We will work with the LADO and other relevant agencies to support any investigations.**
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the safeguarding processes. **All staff, volunteers and visitors receive information about the expected code of conduct and behaviour, what to do if a child discloses something to them or when they have a cause for concern about the welfare of a child. All staff and volunteers will receive a briefing from the Designated Safeguarding Lead prior to starting work with the children.**
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. **The Safeguarding Team complete the annual Safeguarding Audit and a Self-evaluation. An external Safeguarding audit is also conducted via an outside professional on a regular basis.**
- Our governors are able to challenge that online safety and online education duties are fulfilled.

## 2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

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

The DSL, **together with team as applicable** will:

- Act as the first point of contact with regards to all safeguarding matters.
- **Work closely as 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, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers **Training will be provided to all staff on an annual basis either by the Designated Safeguarding Lead/outside trainer or via an online course. Volunteers will be provided with information at induction about appropriate code of conduct, what to do if a child discloses something or if they have a concern about the welfare of a child. This will be monitored by the quality of CPOMs**

incidents and evidence assessments at the end of training either via questions or qualification certificate.

- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, **and follow escalation process if necessary.**  
All referrals will be made following a discussion between the safeguarding team or the AGS team and will be in line with Manchester Safeguarding Partners Levels of Need. Referrals will be followed up if a response has not been received. All referrals will be recorded on CPOMs with the name of the social worker that took the call. If school is not satisfied with the outcome of a referral then this will be escalated to the Social worker's team manager.
- 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.** The Designated Safeguarding lead receives termly confidential supervision with an independent supervisor.
- **Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance**
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- **Help promote educational outcomes for vulnerable children, including those with a social worker, in conjunction with other appropriate colleagues**
- Always be available during school/college/setting hours during termtime, and at other times as designated by the Headteacher/Principal/Proprietor. The Designated safeguarding Lead will attend meetings that have been organized in advance. If she is unable to attend then the Head Teachers will deputize for her. If this is not possible then a report will be sent to the meeting in advance and if necessary, a representative from the Safeguarding in Education Team will attend.

#### Safeguarding Team Roles

Role	Name	Responsibility
Designated Safeguarding Lead	Helen Chell	Attend Child Protection Conferences Attend multi agency meetings Complete Early Help Assessments Attend training and networks Provide training and updates Safeguarding Assemblies for children
Deputy Designated Safeguarding Lead	Meryl Blackburn Stef Habershon	To manage safeguarding issues when the DSL is not available To liaise with the LADO
Designated Teacher for Looked After Children and Previously Looked After Children	Helen Chell	Maintain and update PEPs Oversee progress of LAC children Attend LAC reviews
Mental Health Lead	Helen Chell	To be appoint of contact for children, parents and staff To follow up on any mental health concerns. To sign post to support. To refer on to Play therapist or external agencies To provide training and advice to staff
Young Carer Operational Lead	Helen Chell	To be the point of contact for Young Carers and their parents

		To signpost to support To make referrals to access support To provide training and advice to staff.
SENDCo	Kate Holden-Sim	Maintain SEN register Apply for EHCPs Support class teachers with SEN children Support parents Provide training
Play Therapist	Lizzy Pilling	Offer Play therapy sessions Liaise with parents and provide support Coordinate Mental Health provision
Attendance Officer	Ruth Beeching	To support families with maintaining consistent attendance Monitor, issue reminders, letters
Family Support Worker	Ruth Beeching	Be a point of contact for parents Signpost to support offers Refer into Early Help Hub

## 2.4 ALL STAFF

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

All staff will:-

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

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

### 3. TRAINING AND AWARENESS RAISING

- 3.1 In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction and be made aware of the systems within the school/college which support safeguarding eg, the Behaviour Policy. New staff and volunteers will be provided with information at induction about appropriate code of conduct, what to do if a child discloses something or if they have a concern about the welfare of a child. Face to face training will be provided by the Designated safeguarding Lead prior to the volunteering at the 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. This will be made available to all staff via email and paper copies in the staffroom at the beginning of each academic year (or when changes have been made). There will be a quiz to complete to demonstrate that they have read and understood the document. This will be looked at by the Safeguarding Lead and any misconceptions will be addressed alongside answers that will be provided for self-review.

- 3.2 All staff will receive regular child protection training at least every 2 years which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes. Online training will be provided via an accredited provider (The Key Safeguarding, One Education) Staff will be expected to provide their certificate to show that they have passed.
- 3.3 All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs)
- 3.4 All staff members will receive regular safeguarding and child protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively. Training will be given via staff meetings, briefings and emails as and when the need arises. These will be monitored via safeguarding scenario responses and CPOMs 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.

## 4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

### 4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. Their views will be sought through the Rights Respecting Ambassadors. These will be used to develop child friendly versions of safeguarding documents and policies

### 4.2 POOR ATTENDANCE

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. Any concerning patterns are reviewed. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.
- 4.2.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.2.3 We implement the statutory and LA requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people. For more information please see the school's Attendance policy on the school's website  
[https://www.chorltonpark.manchester.sch.uk/sites/default/files/Attendance%20policy%202017.18\\_1.pdf](https://www.chorltonpark.manchester.sch.uk/sites/default/files/Attendance%20policy%202017.18_1.pdf)

### 4.3 ALTERNATIVE PROVISION (AP)

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

### 4.4 EXCLUSIONS

- 4.4.1. We comply with statutory regulations and with the LA Inclusion Policy (October 2019).
- 4.4.2. The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.

4.4.3. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved

## 4.5 VULNERABLE GROUPS

4.5.1 We ensure that all key staff work together to safeguard vulnerable children. **CPOMS is used within school to ensure that all concerns are reported. These are reviewed by the Safeguarding Team in a fortnightly safeguarding meeting.**

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

- Is disabled and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- **Has a social worker**
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child
- Is an international new arrival, refugee or asylum seekers
- Is looked after, previously looked after or under a special guardianship order.
- **Requires mental health support**

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

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in overcoming these barriers (KCSIE, Part 2, **126**)

4.5.3 Children requiring mental health support can face additional safeguarding challenges. In some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. (KCSIE, Part 2, 114)

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

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

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

### 5.1 KEEPING RECORDS

School uses CPOMs to store records securely. Any paper copies are scanned in to the CPOMs system and then also stored in a child's file that is locked in a secure cabinet in a locked office. Only the DSL has access to these records.

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

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

5.1.3 We keep our safeguarding records secure.

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

### 5.2 RECORDING AND REPORTING CONCERNS

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

- Speak to the DSL or the person who acts in their absence



- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system
  - Be alert to what children may say or do.
  - If a disclosure is made, do not ask leading questions – simply listen and record immediately afterwards using the child’s language.
  - Report any concerns via CPOMs (or a cause for concern sheet if you can’t get access to the system)
  - If you are concerned that the child is at risk of immediate harm then notify Helen Chell in person. (or Meryl Blackburn / Stef Habershon on Thursdays or Fridays)
  - Discuss concerns and decide on appropriate action e.g.
    - Speaking to parents/ carers
    - signposting to support / Universal services ) monitor & escalate
    - referral to Early Help ) if required
    - referral to Children’s services.

Ensure all information is kept confidential.

### 5.3 WORKING WITH PARENTS/CARERS

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

### 5.4 MULTI-AGENCY WORKING

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

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

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

## 5.5 CONFIDENTIALITY & INFORMATION SHARING

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

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

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

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

5.5.5 We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information lawfully and keep it safe and secure, **with appropriate retention schedules.**

## 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. **The Designated Safeguarding Lead or Deputies will aim to attend meetings during the school holidays if they have been arranged in advance. If they cannot then either a report will be sent or a representative from the Safeguarding in Education Team will be asked to attend.**

5.6.3 Members of staff who are asked to attend a child protection conference or other core group meetings **(either in person or virtually)** about an individual pupil/family will need to have as much relevant updated information about the child as possible

and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.

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

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

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

## **5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS**

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

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

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

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

## **5.8 LEARNING FROM SERIOUS CASES**

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

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

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

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

# 1. THE CURRICULUM

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

- 6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- 6.2. This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenge and to make informed choices in later life.
- 6.3 Personal Social and Health Education (PSHE), Sex and Relationship Education (SRE), Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues. We base our curriculum on the Manchester Healthy Schools model and this is currently being reviewed across the CLIC Trust.
- 6.4 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/**Child on Child** Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation **& breast ironing**, Modern Slavery and County Lines.
- 6.5 All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. **We use the Confide system in school. Children can use this from any desktop to send a message directly to the Designated Safeguarding Lead or Deputies. Children are taught how to use this in ICT lessons and assemblies. There are also posters around school explaining who children can talk to including NSPCC and Childline numbers.**
- 6.6 Children are encouraged to contribute to the development of policies. **Their views are sought via the school council and the Rights Respecting Council.**

## 7 . ONLINE-SAFETY

- 7.1 Online safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- 7.2 The Internet is an essential element in 21<sup>st</sup> century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.4 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.  
School uses the firewall, Quantum Surf Protect and Impero Alert system that reports any inappropriate use or searches from children and adults in school.
- 7.5 We will encourage children to use Social Media safely, including opportunities for them to think and discuss **the issues and to check their sources of information.**
- 7.6 We will ensure that children do not misuse their devices whilst in school.  
We use the Impero system that alerts the Designated Safeguarding Lead to any inappropriate material within school. All children sign an acceptable use policy and are taught what they can and can't do in ICT lessons.
- 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. **Please see the Acceptable Use Policy and Code of Conduct Policy.**
- 7.8 We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 7.9 We work with parents to promote good practice in keeping children safe online, **including to support their children learning at home.** We hold parent workshops, provide information on our website and send out further guidance and information for parents via School Gateway.
- 7.10 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.**

### Remote Teaching Guidance

(Taken from NSPCC Guidance)

- Teachers should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background.
- Ensure personal information or data cannot be seen in the background
- Ensure any voice activated devices are turned off

- Only use school accounts, check privacy settings and check how age-appropriate it is
- Ensure staff are dressed appropriately and remind them to follow your existing code of conduct and professional standards
- Ensure staff hide their number if it has been agreed they will be using personal devices to call families
- Staff should only contact children during normal school hours, or at times agreed by the school leadership team (DfE, 2020<sup>2</sup>).
- Undertake online teaching in groups
- Use parents' or carers' email addresses or phone numbers to communicate with children, unless this poses a safeguarding risk. Use school accounts to communicate via email or online platforms, never teachers' personal accounts.
- If staff members are accessing families' contact details at home, ensure they comply with the Data Protection Act 2018
- Ensure all staff are alert to child protection and safeguarding concerns and know what to do if they are worried about a child
- Ensure staff know how to access resources and organisations that can support parents and carers e.g. online safety, mental health, food banks, domestic abuse

## 8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE and the LA model policy for Safer Recruitment (Appendices A & D)
- 8.2 At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years
- 8.4 The Headteachers and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate. We ensure that all providers have a Liability Insurance Certificate and proof of their identity.
- 8.5 The school maintains a single central record of all recruitment checks undertaken.
- 8.6. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 8.7 Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- 8.8 Risk assessments are carried out on all volunteer activities as required.

## 9. PEER ON PEER ABUSE (Sexual violence and sexual harassment)

- 9.1 Through training we ensure that all staff recognise that children are capable of abusing their peers. The senior leadership team and governing body are responsible for ensuring that procedures exist to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. There is a clear procedure on how victims of peer on peer abuse will be supported.
- 9.2 All staff are aware of peer on peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying),
- gender-based violence,
  - sexual violence and sexual harassment,
  - up skirting (which is now a criminal offence),
  - physical abuse such as hitting, kicking, shaking, biting, pulling hair,
  - sexting and
  - initiating /instigating violence and rituals.
- 9.3 These issues will be addressed through our school/college curriculum and assemblies throughout the year.
- 9.4 All staff are expected to refer to HM Government guidance '**What to do if you're worried a child is being abused – Advise for practitioners' for further help in identifying signs and symptoms of child abuse and neglect.** Staff members who are concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the DSL.
- 9.5 In respect of sexual violence and sexual harassment between children, the school/college takes a proactive approach to prevent such incidents from taking place. Throughout school/college, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.
- 9.6 We incorporate, through use of the Jigsaw curriculum, healthy relationships, people who help us, British values etc. in to our curriculum time in an age appropriate way for the year groups in school. Also from September 2020 we have included Relationships Education, Relationships and Sex Education (RSE) and Health Education in the school timetable, in line with DfE guidance and the national curriculum.
- 9.7 Students are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum.
- 9.8 Students will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour.
- 9.9 Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be

treated seriously and in confidentially. Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to KCSIE 2020 and within the MSP website.

**9.10 Dealing with a disclosure or allegation of peer on peer abuse.**

- Children are able to raise a concern by talking to a member of staff or trusted adult.
- They can use their lolly stick to indicate that they wish to talk to a member of staff or they can use Confide, to send a message to the Safeguarding Team.
- The child will be allowed to speak freely in a confidential space (as much as this is possible)
- They may be offered to write or draw their concern if that is easier for them.
- The child will be listened to and reassured that they have done the right thing.
- The child will only be asked open questions if needed.
- The child will be informed that what they say will be passed to a member of the Safeguarding Team so that they can obtain the support that they require.
- Details will be recorded on CPOMs – the school’s electronic recording system.

**9.11 Investigating a disclosure of peer on peer abuse.**

- All children involved will be spoken to on an individual basis and in private.
- If it is easier for them, they may be offered the opportunity to provide a written or pictorial account.
- All statements will be handled sensitively, bearing in mind that the perpetrator may also be experiencing abuse from someone.
- Appropriate sanctions will be employed for the perpetrator according to the nature of the disclosure.
- The victim’s wishes and feelings will be taken into consideration when determining this.
- The actions will be recorded on CPOMs.
- All children’s parents will be informed.

9.12 All information is handled in accordance with the school’s Data Protection Policy (available on the school’s website), which is written in line with HM Government guidance – ‘Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018’, and the 7 principles of information sharing within that document.

**9.13 Sexual violence and harassment**

When incidents of sexual violence and sexual harassment occur the schools response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement. Incidents of peer-on-peer abuse may need to be dealt with in various ways.

Incidents of bullying will be dealt with via the schools anti-bullying policy and/or behaviour policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be.



The schools Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.

The school will put a proportionate and supportive package of care in place for those affected.

School leaders are aware that detailed advice to support schools and colleges has been published. The advice is available and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.

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

*'The NPCC has made it clear that incidents involving sharing nudes and semi-nudes should have an immediate focus on safeguarding children.*

*In many cases, education settings may respond to incidents without involving the police, for example where an incident can be defined as 'experimental' ... and there is no evidence abusive or aggravating elements...*

*The police may, however, need to be involved in some cases to ensure thorough investigation, including the collection of all evidence (for example, through multi-agency checks). Where there are abusive and/or aggravating factors, incidents should always be referred to the police through the Multi-Agency Safeguarding Hub (MASH) or equivalent'*

*'When an incident involving nudes and semi-nudes comes to the attention of any member of staff in an education setting:*

- the incident should be referred to the DSL (or equivalent) as soon as possible*
- the DSL (or equivalent) should hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns*
- there should be subsequent interviews with the children or young people involved (if appropriate)*
- parents and carers should be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm*
- a referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process'.*

#### **9.14 Responding to reports of sexual violence/harassment**

**It is crucial that our Designated Safeguarding Leads are confident in responding to any reports of sexual violence or harassment.**

**Text from sexual violence and sexual harassment between children in schools and colleges:**

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

### **1. Manage internally**

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the school's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

### **2. Early help**

- In line with 1 above, the school or college may decide that the children involved do not require statutory interventions, but may benefit from early help. Early Help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early Help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- Full details of the Early Help process are in Chapter one of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

### **3. Referrals to children's social care**

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.
- At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school or college should be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

#### **4. Reporting to the Police**

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

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- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

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

## 10.MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

10.1 We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff and volunteers, **including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk).**

If anyone has concerns regarding a member of staff then they should report this to the Head teachers; Meryl Blackburn or Stef Habershon.

If the concern is about the conduct of the Head Teachers then this should be reported to the Executive Headteacher of the CLIC Trust; Jo Ashcroft.

If the concern is regarding the Chief Executive Officer then they should contact the CLIC Safeguarding Governor.

10.2

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

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

10.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. **Staff can in the first instance raise a concern with one of two named individuals in your school to report concerns.**

Whistle Blowing Named Individuals: Chorlton Park  
Louise Townley [ltownley@chorltonpark.manchester.sch.uk](mailto:ltownley@chorltonpark.manchester.sch.uk)  
Helen Chell [hchell@chorltonpark.manchester.sch.uk](mailto:hchell@chorltonpark.manchester.sch.uk)

*Concerns can be raised orally but it is good practice for the concern to be recorded in writing at an early stage to ensure that all the details are correctly understood. A written allegation should set out the background and history of the concern (giving names, dates and places where possible and the reason why you are particularly concerned about the situation). It is preferable for you to record this in writing yourself. However, where the person to whom you voice your concerns writes these down, a copy will be sent to your home address or via your representative to give you an opportunity to agree this as a correct record. The earlier you express the concern, the easier it is to take action. Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for your concern. You may seek advice from your trade union representative on how best to raise your concern.*

10.5 Historic allegations will be referred to the police.

## 11.SAFETY ON & OFF SITE

- 11.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 11.2 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- 11.3. 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. All visitors have to sign in using the Inventory System and display their visitors sticker at all times. They will also be given a green visitors lanyard, safeguarding information leaflet and fire evacuation procedures.
- 11.4 We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identities of contractors and their staff on arrival.
- 11.5 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. All organisations have to produce DBS and Liability Insurance Certificates
- 11.6 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. Any outside speakers will come from recognised organisations and will have been vetted. There will always be a member of staff present to monitor any speakers. Any person disseminating extremist views will be immediately stopped and reported to Manchester Safeguarding Partners
- 11.7 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- 11.8 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 11.9 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy of High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.
- 11.10 We have a comprehensive Health & Safety policy that includes information on:

- Legislation
- Site security
- Fire procedures
- Procedures for dealing with hazardous substances
- Lone working
- Off site visits
- Infection prevention with recommended absence periods
- Accident reporting.