



Safeguarding Policy

September 2021

Crosslee Community Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is Andrea Wadsworth		
The Designated Safeguarding Lead (DSL) is Anne-Marie Crew		
KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
Anne-Marie Crew	Designated Safeguarding Lead	0161 795 8493
Andrea Wadsworth	Deputy Safeguarding Lead	0161 795 8493
Sophie Roberts	AHT	0161 795 8493
Gail Dickson	SENDCo	0161 795 8493
Louise Cavanagh	Early Years Outreach Worker	0161 795 8493
Debbie Rushton	Attendance Officer	0161 795 8493
Michelle Mack	Behaviour lead TA	0161 795 8493

NAMED GOVERNOR for Safeguarding & Prevent	Contact Phone Number/Email
Sue Nicholson	0161 795 8493

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

If a child discloses that he or she has been abused in some way, the member of staff/ supply teacher/ visitor or volunteer will listen to what is being said without displaying shock or disbelief. Allow the child to talk freely and only ask open questions when necessary to clarify.

The member of staff will inform the Designated Safeguarding Lead, Anne-Marie Crew, without delay and record the incident as the child reported it on CPOMs. The Designated Safeguarding Lead, Anne-Marie Crew, will seek advice or make a referral using the numbers below and record actions taken on CPOMs.

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

Our procedure if there is an allegation that an adult on the school premises has harmed a child, or that a child is a risk from a named adult is as follows;

The staff member making the allegation will inform the Head Teacher, Andrea Wadsworth. Where the allegation is about the Head teacher, the member of staff will inform the Chair of the Governing Body, Louise Coops. The school follows the government guidance Keeping Children Safe in Education 2021 when dealing with allegations made against staff, supply teachers, visitors and volunteers and will make a referral to Manchester LADO.

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

The Headteacher (or Chair of Governors in the case of the Headteacher) should maintain a confidential central record for a period of five years (seven years for allegations of financial irregularities) of all allegations which have been raised and the responses provided. If supported by One Education HR and People then a copy should be retained by them in line with their GDPR retention policy.

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:-

In the event both the Headteacher and the Chair of Governors are the subject of the concern, the complaint must be made in writing to the HR Director, One Education.

Further information on the procedure can be found in Whistleblowing Policy and Procedure 2020.

Should staff not feel able to raise concerns they can call the 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 updated in line with Keeping Children Safe in Education 2020	Anne-Marie Crew
September 2021	Policy updated in line with Keeping Children Safe in Education 2021	Anne-Marie Crew

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2020-2021	23.09.20	Louise Coops
2021-2022		Louise Coops

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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 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, paragraph 2, Sept 2021)

What school staff should look out for:

Early help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, 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; and is a privately fostered child.

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see peer on peer abuse below and in appendix D).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying prejudice-based and discriminatory);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element).

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained

injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Honour based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. For more information, please see Appendix E Prevent Risk Assessment.

2. CROSSLEE COMMUNITY PRIMARY SCHOOL ETHOS

Crosslee Community Primary School aims to create and maintain a safe learning environment; where all children and adults feel safe, secure and

valued and know they will be listened to and taken seriously. At all times decisions are made in the best interest of the child. 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 and 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, Part 1, paragraph 4, Sept 2021)

The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Manchester Common Assessment Framework is embedded into everyday practice and procedures when responding to children’s needs and signposts children and families to appropriate preventative services.

The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to childcare and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups. Children are able to recognise when they are at risk and how to get help when they need it.

Staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of school. All staff will consider the context within which such behaviours occur.

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 2021’ Our policy ensures that we comply with our Statutory Duties.

Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations.

Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements.

Our policy complements and supports other relevant school policies including:

- Behaviour and anti-bullying policy
- Staff Code of Conduct
- Whistleblowing policy
- Online safety policy
- Acceptable use policy
- Child friendly safeguarding policy
- Safer recruitment policy
- LAC policy

3. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

OUR HEADTEACHER

The Head teacher of Crosslee Community Primary School is fully aware of our role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements. We will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs, including:-

‘work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated 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, part 2, paragraph 103-104, 2021)

Our Headteacher is fully aware of statutory guidance in KCSIE (2021) 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 volunteers and that they are regularly updated in response to local practice or national changes in legislation.

- All staff 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. At Crosslee Community Primary School, Anne-Marie Crew, has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, support and supervision 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.
- Child friendly information of how to raise a concern/make a disclosure has been developed through the school council and is accessible to all children on the school council noticeboard and in classrooms.
- We co-operate fully with Manchester City Council and Manchester Safeguarding Partnership multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. During out of hours & school holidays the DSL can be contacted through the following email address:
safeguarding@crosslee.manchester.sch.uk
- 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. Volunteers and visitors receive a guide when entering school on the school's safeguarding policy and arrangements.
- 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 safe 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.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.

OUR GOVERNING BODY

Our Governing Body are fully aware of our role in multi-agency safeguarding arrangements, of the new 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.

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. Communications on safeguarding will take place via 'Trust Governor' platform and as part of the agenda for the Full Governing Body.
- 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 through discussions with the DSL.
- We operate safe recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. The school's recruitment and selection policies and processes adhere to Keeping Children Safe in Education 2021. The Head teacher and governing body will ensure that all staff and volunteers will have been vetted and checked.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with KCSIE 2021 and Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the safeguarding processes through whole staff training, phase meetings, online webinars, safeguarding team meetings and Manchester Safeguarding Partnership 7 Minute Briefing Bulletins.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures by the designated governor for safeguarding and all members of the governing body during full governing body meetings.

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 at Crosslee Community Primary School. Anne-Marie Crew takes lead responsibility for Early Help, safeguarding and child

protection, although some activities may be delegated as appropriate to other members of the safeguarding team.

The DSL, together with the safeguarding team will:

- Act as the first point of contact with regards to all safeguarding matters.
- 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 whole staff training, phase meetings, online webinars, safeguarding team meetings and Manchester Safeguarding Partnership 7 Minute Briefing Bulletins.
- 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. Referrals made are to be documented on CPOMs, actions and follow up discussions are to be added to the CPOMs incident. CPOMs incidents are monitored regularly by the DSL and reported back to SLT half termly.
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate professional supervision to undertake this role. Members of the safeguarding team receive supervision sessions once every half term.
- 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.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Use CPOMs online system to retain records.
- DSL and/or deputy safeguarding lead to be available during school hours during term time, and at other times as designated by the Head teacher. During out of hours & school holidays the DSL can be contacted through the following email address: safeguarding@crosslee.manchester.sch.uk

SAFEGUARDING TEAM

The safeguarding team works alongside the DSL Anne-Marie Crew, Head teacher Andrea Wadsworth and Governing body to safeguard and promote the wellbeing of children at Crosslee Community Primary School.

SENDCo – Gail Dickson

Early Years Outreach Worker – Louise Cavanagh

Attendance Officer – Debbie Rushton

Behaviour lead TA – Michele Mack

Designated Person for Looked After Children – Anne-Marie Crew
Assistant Head Teacher – Sophie Shuttleworth
Named Governor for Safeguarding – Sue Nicholson

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 and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant policies eg Behaviour and Anti-bullying Policy
- Provide a safe environment where children can learn
- 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 the school’s agreed procedures for recording concerns on CPOMs, 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.

4.TRAINING AND AWARENESS RAISING

In accordance with KCSIE 2021, all new staff and regular volunteers will receive appropriate safeguarding information during induction with the safeguarding lead. This will include the MSCB online training for basic safeguarding and prevent, information on the school’s policies and procedures, signs and symptoms of abuse, how to manage a disclosure from a child as well as how to report a concern and record a concern on CPOMs.

All staff are briefed on Keeping Children Safe in Education 2021 and must ensure that they have read and understood 'Keeping Children Safe in Education: Part One'. An electronic copy is saved in the CPOMs library, for all staff to read and acknowledge they have read and understood it. This is monitored by the designated safeguarding lead.

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. These will be through staff meetings, phase meetings, online webinars, staff safeguarding board or email and will be monitored by the safeguarding lead.

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. These will be through staff meetings, phase meetings, online webinars, staff safeguarding board or email and will be monitored by the safeguarding lead.

All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years.

5.SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. The child safeguarding policy was completed by the school council with the safeguarding lead. The designated safeguarding lead meets with the school council throughout the academic year to discuss their views and concerns around their safety at school and in the school community. The pupils are also supported by the PCSO's.

POOR ATTENDANCE

Crosslee Community Primary School views 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.

Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract.

We implement the statutory and LA requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people.

ALTERNATIVE PROVISION (AP)

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

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

EXCLUSIONS

We comply with statutory regulations and with the LA Inclusion Policy (October 2019).

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.

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.

VULNERABLE GROUPS

We ensure that all key staff work together to safeguard vulnerable children through safeguarding team meetings and the consistent monitoring of CPOMs.

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
- 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.

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, paragraph 185, Sept 2021)

We ensure that staff consider the context in which incidents occur and whether any wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

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

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

KEEPING RECORDS

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. If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Safeguarding Lead (Anne-Marie Crew) or the deputy safeguarding lead who acts in their absence
- Agree with this person what action should be taken and by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system CPOMs
- Record decisions and discussions via CPOMs.

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.

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

We keep our safeguarding records secure.

We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school.

RECORDING AND REPORTING CONCERNS

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. 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

WORKING WITH PARENTS/CARERS

Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.

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.

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

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.

In such cases the DSL or Headteacher will seek advice from Children's Social Care Advice Guidance Service.

MULTI-AGENCY WORKING

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

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

We will notify the named Social Worker if:

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

We will regularly review any children where we have concerns, make relevant referrals and escalate if further actions are necessary, as detailed in KCSIE 2021. We will follow LA and MSP procedures if there is a need to re-refer or escalate any concerns.

CONFIDENTIALITY & INFORMATION SHARING

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

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

All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

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.

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. Further details can be found in the school's data protection policy.

CHILD PROTECTION, CHILD IN NEED & TEAM AROUND THE CHILD/FAMILY MEETINGS AND CONFERENCES

A child protection conference will be held if it is considered that the child is suffering or at risk of significant harm.

We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. During out of hours & school holidays, if the DSL or a member of the safeguarding team cannot be present a report will be submitted to the chair of the meeting.

Members of staff who are asked to attend a child protection conference or other core group meetings 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.

Where possible, our reports will include the voice of the child, which is especially important where there may be barriers to communication.

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

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

CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

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

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

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

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

LEARNING FROM SERIOUS CASES

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

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.

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

7. THE CURRICULUM

We are committed to promoting emotional health and wellbeing and to supporting the development of the skills needed to help keep children safe and healthy.

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

This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenge and to make informed choices in later life.

Personal Social and Health Education, Relationship Education and Religious Education lessons 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. Children 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 or tolerance, respect and empathy for others.

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 Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery and County Lines.

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.

Children are encouraged to contribute to the development of policies. Curriculum subject leaders will meet with pupils to carry out pupil voice questionnaires to find out their views on different curriculum areas. This is monitored by the school curriculum lead Sophie Shuttleworth.

8. ONLINE-SAFETY

Online safety is a safeguarding issue. The purpose of Internet use in our school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.

The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

We 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. MGL provide the filter and use Smoothwall which is a real time filter. A weekly report on any inappropriate material is emailed to the Head teacher.

We will encourage children to use Social Media safely, including opportunities for them to think and discuss. Online safety lessons delivered in school educate the pupils on how to keep safe online.

We will ensure that children do not misuse their devices whilst in school. Any personal devices that children bring to school are safely locked away in the school office. They are not to be used on the school premises.

We have separate acceptable use policies (AUPs) for both staff, parents/carers and children. This covers the use of all technologies used, both on and offsite.

We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website. The school is working towards the National Online Safety accreditation.

We work with parents to promote good practice in keeping children safe online. A workshop for parents on online safety is given annually. National Online Safety weekly newsletter and parent guides are shared with parents when they are published.

9. SAFE RECRUITMENT & SELECTION OF STAFF

Our recruitment and selection policies and processes adhere to the DfE guidance “Keeping Children Safe in Education” September 2021. More guidance on the school’s recruitment procedures can be found in the Safer Recruitment Policy.

At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification legislation and their obligations to disclose relevant information to the school as stated in the staff contract. It is stated in the Staff Code of Conduct that staff are to notify the Head teacher in writing if there are any changes to their DBS. It is also stated in the Staff Code of conduct policy that staff must notify the Head teacher the next day if they have been arrested, cautioned, charged or convicted. The Staff Code of Conduct is shared with new staff during the induction process and all staff members annually.

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. All external staff have enhanced DBS checks which are verified on arrival onto school premises. A member of the Senior Leadership team is on premises during after school clubs and checks in with pupils during the session.

The school maintains a single central record of all recruitment checks undertaken.

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

Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.

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

10.MENTAL HEALTH

The mental health of children and adults in school, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences. The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

All children have the right to be educated in an environment that supports and promotes positive mental health for everybody. All staff at Crosslee Community Primary School are fully aware that **'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'** (KCSIE. Part 1, Paragraph 41, 2021)

All adults have the right to work in an environment that supports and promotes positive mental health for everybody. Crosslee offers a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and these concerns around mental health will be logged on CPOMs and the DSL (Anne-Marie Crew) along with the school SENDCo (Gail Dickson) and Mental Health Lead (Kate Waddell) will be alerted, who will then be able to signpost to support within school or the local community. Where a referral to CAMHS is appropriate, this will be led and managed by SENDCo Gail Dickson.

More information can be found in the school's Mental Health Policy

11.MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

Allegations that may meet the harms threshold

Following the statutory guidance Keeping Children Safe in Education 2021, where there is an allegation that an employee has: -

- behaved in a way that has, or may have, harmed a child; or
- possibly committed a criminal offence against or related to a child; or

- behaved towards a child or children in a way that indicates that they would pose a risk of harm if they work regularly or closely with children.
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children.

The headteacher or safeguarding lead (as the case may be) must immediately contact the LADO who has a statutory duty to ensure all allegations about safeguarding are handled properly and expeditiously.

Any concerns raised regarding the Safeguarding Lead should be shared with the Headteacher. Any concerns raised regarding the Headteacher should be shared with the Chair of Governors, Louise Coops to l.coops@crosslee.manchester.sch.uk

Further details of the process relating to allegations about safeguarding can be found in the schools Disciplinary and Dismissal Policy 2021.

Concerns that do not meet the harms threshold

At Crosslee, we create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

As stated in the Keeping Children Safe in Education 2021 statutory guidance, the term 'low level concern' does not mean that it is insignificant, it means that the behaviour towards the child does not meet the harms threshold as stated above.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one to one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language

It is crucial that any such concerns are shared responsibly with the Safeguarding Lead, Anne-Marie Crew, who will record the concerns and deal with it appropriately. There will be a responsive, sensitive and proportionate handling of such concerns when they are raised.

Any concerns raised regarding the Safeguarding Lead should be shared with the Headteacher. Any concerns raised regarding the Headteacher should be

shared with the Chair of Governors, Louise Coops to
l.coops@crosslee.manchester.sch.uk

All allegations made against a member of 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.

We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. The process is detailed in the school's Whistleblowing policy available on the school website and the staff safeguarding board.

Historic allegations will be referred to the police.

12.SAFETY ON & OFF SITE

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

All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained.

We 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.

All school visits are fully risk-assessed and no child will be taken off-site without parental permission.

Crosslee Community Primary School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils or staff.

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

