



**BURNAGE ACADEMY FOR BOYS  
SAFEGUARDING POLICY  
September 2018**

School: Burnage Academy for Boys		
The Headteacher who has the ultimate responsibility for safeguarding is Mr. Ian Fenn.		
In his absence, the authorised members of staff are:		
<ul style="list-style-type: none"> <li>• Mr. Iain Ross (Deputy Headteacher),</li> <li>• Ms. Helen Carter (Deputy Headteacher)</li> <li>• Mr. Mathew Rogers (Assistant Headteacher and Designated Safeguarding Lead)</li> </ul>		
<b>KEY SCHOOL SAFEGAURDING STAFF &amp; ROLES</b>		
<b>Name</b>	<b>Role</b>	<b>Location and/or Contact Phone Number</b>
<i>Mr Iain Ross</i>	<i>Deputy Headteacher</i>	<i>Room 216, ext. 512</i>
<i>Ms Helen Carter</i>	<i>Deputy Headteacher</i>	<i>Room G11, ext. 160</i>
<i>Mr Mathew Rogers</i>	<i>Assistant Headteacher and Designated Safeguarding Lead</i>	<i>Room G59, ext. 558</i>
<i>Mr Ali Shah</i>	<i>Deputy Designated Safeguarding Lead and School Social Worker</i>	<i>Mentor Office, ext. 416</i>
<i>Mrs Audrey Lewis</i>	<i>Deputy Designated Safeguarding Lead and School Social Worker</i>	<i>Mentor Office, ext. 416</i>
<i>Mrs Sally Cottrill</i>	<i>Head of Ash House</i>	<i>LRC, ext. 106</i>
<i>Mrs Lisa Senior</i>	<i>Head of Maple House</i>	<i>Science Area, ext. 510</i>
<i>Ms Carolynn McNair</i>	<i>Head of Oak House</i>	<i>MFL Area, ext. 167</i>
<i>Ms Rebecca Wadeson</i>	<i>Head of Rowan House</i>	<i>Main Street Area, ext. 107</i>
<i>Ms Theresa Finerty</i>	<i>Attendance Lead</i>	<i>Student Reception, ext. 489</i>
<i>Ms Emma Farr</i>	<i>SENCO</i>	<i>Main Street, ext. 417</i>

<i>Ms Katherine Horne</i>	<i>SENCO &amp; Designated Teacher for LAC (LAC DP)</i>	<i>Main Street, ext. 513</i>
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<b>NAMED GOVERNOR * for Safeguarding &amp; Prevent</b>	Contact Phone Number/Email
Mr. Alan Scott	<i>Via the Headteacher's PA Lynne Bentley on ext. 522 or through main switchboard on 0161 432 1527</i>

Our procedure if there is a concern about child welfare or safeguarding is to immediately report the concern to one of the staff members listed above or in the absence of these staff members send an email with your concerns to [safeguardingteam@burnage.manchester.sch.uk](mailto:safeguardingteam@burnage.manchester.sch.uk) where the team will pick up immediately. Should your training lead you to the conclusion that you need to make an instant referral then the following numbers will enable you to do this:

- Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 219 2895** – general guidance from Manchester Childrens' Services.
- Early Help Hubs: North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977** – general guidance for Early Help from Manchester Childrens Services
- National Society for the Prevention of Cruelty to Children (NSPCC): **0808 800 5000** – general guidance.
- Local Authority (LA) Safeguarding in Education Team: **0161 245 7171** – to make a referral where you deem a child at risk into Manchester Childrens' Services

Our procedure if there is an allegation that an adult has harmed a child, or that a child is at risk from a named adult is that the concern should be referred immediately to the Designated Safeguarding Lead, Mr. Mathew Rogers and the Headteacher, Mr. Ian Fenn. If the concern relates to the Headteacher this should be referred directly to the Chair of Governors and named Governor for Safeguarding, Mr. Alan Scott. Allegations will be referred to the Manchester LA Designated Officer (formerly LADO) on **0161 234 1214**.

Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally is:

1. If the staff member who made an initial referral deems that the child's circumstances are not improving over time they should professionally challenge the work of the safeguarding team through contacting the designated safeguarding lead for the school, Mathew Rogers.
2. Where a staff member feels unable to raise concerns over safeguarding practice in the school directly with the designated safeguarding lead they should go to the Headteacher, Mr Ian Fenn.
3. In the case that a staff member feels unable to raise concerns over safeguarding practice in the school directly with the Headteacher they should go the chair of governors, Mr. Alan Scott.

For more advice staff can contact the NSPCC Whistleblowing Helpline on **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
July 2018	Policy created	Mathew Rogers
July 2018	Policy reviewed	Mr Ian Fenn, Mr Iain Ross, Ms Helen Carter, Mr Ali Shah, Mrs Audrey Lewis

#### **Ratification by Governing Body**

Academic year	Date of ratification	Chair of Governors
2018/2019	TBC	TBC

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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 to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred. We believe that:

***“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 professionals 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.*”**

***No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.”*** (KCSIE, 2018)

See Appendix A, Part 1 of KCSIE 2018, for definitions of Significant Harm, Physical Abuse, Emotional Abuse and Neglect from and further information about Complex Safeguarding Issues including Child Sexual Exploitation, Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime and County Lines in the full statutory guidance.

Safeguarding and promoting the welfare of children goes beyond implementing basic child protection procedures. The aims of this policy are in accordance with our school ethos and it is an integral part of all of our activities and functions.

Safeguarding and promoting the welfare of children in Burnage Academy for Boys is defined as:-

***“Protecting children from maltreatment; preventing impairment of children’s 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, 2018)

To this end, Burnage Academy for Boys’ safeguarding policy and procedures adheres to the following:

- 1.1 Under the Education Act 2002, The Children’s Act, 1989 and the Sexual Offences Act, 2003 schools have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in ‘Working Together to Safeguard Children, 2018’ and ‘Keeping Children Safe in Education, 2018.’ Our policy ensures that we comply with our Statutory Duties (Appendix 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).

## **2. ROLES & RESPONSIBILITIES**

### **LEADERSHIP & MANAGEMENT**

2.1 Our Headteacher 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 codes of conduct as laid out in our staff handbook.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG SEF proforma to the LA as requested
- A Designated Senior Member of staff, known as the Designated Safeguarding Lead (DSL), for child protection is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- There are Deputy Designated Safeguarding Leads (DDSL) to support the work of the DSL and deputise in his/her absence.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its 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
- Child friendly information of how to raise a concern/make a disclosure has been developed through clear visual displays around the school, making safeguarding accessible to all children.
- We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions through bi-weekly DSL appraisal reviews, monthly safeguarding meetings and bi-annual scrutiny of work from the Governing Body Safeguarding Committee.
- 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 such concerns are addressed sensitively and effectively. This is done through clear, case based training delivered to all staff which gives absolute clarity to staff of their safeguarding roles.
- Any staff 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 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.

Visitors have clear signing in procedures and are supervised in their work with children. Speakers are vetted by school leadership and management before they address our pupils.

## 2.2 Our **Governing Body** will ensure that:-

- All policies, procedures and training in our school are effective and comply with the law at all times.
- Named members are identified as the designated governors for Safeguarding and for Prevent and receive appropriate training.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. This occurs at Governing Body meetings and specific Governing Body Safeguarding Committee meetings where the designated Governor for Safeguarding/Prevent challenges and scrutinises the work of the school.
- Our safeguarding policy is reviewed at least annually by the DSL, appropriate training is then disseminated to the staff body.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers, led by Lynne Bentley, the Headteacher's PA. We will complete a risk assessment for each volunteer to decide whether enhanced DBS is required or not.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. Staff are trained by the DSL and DDSL annually, with key notices delivered through our staff briefing and top up training arranged for particular areas of safeguarding need identified throughout the year.
- There is appropriate challenge and QA of the safeguarding policies and procedures. Leadership, DDSL and the Governing Body will examine and suggest refinements to the policy before the policy is ratified.

## 2.3 The **Designated Safeguarding Lead (DSL)** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL together with 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, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide support and training for staff and volunteers through dedicated training time throughout the year for all staff in the school.
- Ensure that all referrals made to Children's Services are effective and in line with MSCB procedures through bi weekly meetings with the DDSL and monthly case review meetings where the quality of work is analysed.
- Ensure that all staff with specific responsibility for safeguarding children receive the appropriate supervision to undertake this role, working in partnership not just with the

DSL but with an independent supervisory body, currently from the University of Salford.

- 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.
- Always be available during school hours during term-time, and at other times as designated by the Headteacher.
- Have a contextual overview of the safeguarding challenges unique to Burnage Academy for Boys, responding appropriately to safeguarding concerns within this context.
- Ensure that staff are aware that pupils with SEN and disabilities have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying.
- Work with the SENCO team to ensure that children with SEN and disabilities have got a greater availability of mentoring and support.

2.4 **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 staff handbook and safeguarding guidance
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse (including peer on peer, emotional, physical and sexual abuse), Neglect, Sexual Harassment, 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/procedures relating to safeguarding across the course of the year
- 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 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 individuals and groups of children as required, if appropriate to their role
- Have an awareness that children with SEN and disabilities can also be victims of abuse and that behaviours displayed may be safeguarding signals rather than an element of their disability or SEN

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

### **3. TRAINING AND AWARENESS RAISING**

- 3.1 All new staff and regular volunteers will receive appropriate safeguarding information during induction, led by the DSL or DDSL using abridged copies of our safeguarding policy and anonymous contextual case reviews.
- 3.2 All staff must ensure that they have read and understood 'KCSIE' (Appendix A). Training will be provided for staff on an annual basis using contextual cases to educate staff on safeguarding best practice.
- 3.3 All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional, physical, sexual, peer on peer), indicators of vulnerability to 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.
- 3.4 Keeping Children Safe in Education Part 1 will be read and understood by all members of staff.
- 3.5 All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively. The DSL will lead this through specific training sessions or staff briefings.

### **4 - SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES**

#### **4.1 PUPIL VOICE AND MONITORING**

Children are encouraged to contribute to the development of policies and share their views. The school operates a school council model where the voices of all children are heard as well as a student forum where the pupils have the opportunity to raise concerns and discuss the school in more detail. Leadership are provided with this information in order to consider changes to school policies and procedures. In addition, termly monitoring of our pastoral curriculum takes place to ensure that key safeguarding messages are understood by the pupils and staff of the school.

#### **4.2 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. 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.
- 4.2.3 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).
- 4.2.4 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

#### **4.3 EXCLUSIONS**

4.3.1 The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. 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.

#### **4.4 VULNERABLE GROUPS**

4.4.1 We ensure all key staff work together to safeguard vulnerable children. All children where families are being supported by an EHA, have Child in Need status, are on a Child Protection Plan, are adopted or are Looked After Children have an allocated School Social Worker who works closely with the child and family as part of a dedicated caseload, liaising closely with key staff in the school and Manchester Children's Services. House Leaders, the SENCO team and the Attendance team also work closely to support families to safeguard children. All notes are kept on CPOMS and shared on a need to know basis across the team so our picture of child safeguarding is as accurate as possible. The DSL scrutinises, challenges and supports this work through bi-weekly meetings and monthly case review meetings.

4.4.2 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 additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- has significant attendance concerns
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- is an international new arrival, refugee or asylum seeker
- is looked after, previously looked after or under a special guardianship order.

4.4.3 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

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

### **5.1 KEEPING 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.
- 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 will retain two emergency contacts for children who attend Burnage Academy for Boys.
- 5.1.4 We keep secure safeguarding records and up to date intervention records on our CPOMS system, allowing all staff involved in the safeguarding of the child to share and receive information, allowing us to plan the best possible interventions around child safeguarding in the school. School Social Workers are directed to liaise with pupils on their caseload at least 2-3 times per week depending on need, keeping clear records of their interventions in order to plan effectively.
- 5.1.5 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 and keep a copy of the file in accordance with our Transfer of Records Policy (See Appendix E) and LA Guidance (See Appendix F)

### **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 DDSL in their absence
  - Agree with this person what action should be taken, by whom and when it will be reviewed
  - Record the concern by sending an email to: 'safeguardingteam@burnage.manchester.sch.uk'
  - An email is not an appropriate means of reporting a concern in the first instance. This must be done verbally and then followed up by an email.

### **5.3 INFORMING 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.
- 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. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).

5.3.3 We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency **unless it is believed that doing so would put the child at risk**, eg in cases of suspected domestic abuse. We will record the reasons, if consent is not gained.

#### **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 notify Children's Social Care 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 of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

#### **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, if in the child's best interests, in order to safeguard them under the guidance of the GDPR, 2018

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

5.6.1 Members of staff who are asked to attend a CP 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.

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

5.6.3 Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. Our allocated School Social Workers attend all meetings relating to the child.

5.6.2 We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/carers. We will use the most up to date proforma.

#### **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.

- 5.7.1 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.
- 5.7.2 We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

## 5.8 SERIOUS CASE REVIEWS

- 5.8.1 The MSCB will always undertake a serious case review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process.

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

## 6. THE CURRICULUM

We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

- 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 learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 6.3 There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 6.4 Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to embrace our SMSC vision and discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.
- 6.5 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Sexual Violence, Sexual Harassment, Peer on Peer Abuse, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage.

## **7 . E-SAFETY**

- 7.1 E-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 children's 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 are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- 7.5 We have separate acceptable use policies for both staff and children. This covers the use of all technologies used, both on and offsite, including mobile phone networks.
- 7.6 We follow the MSCB guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website. We work with 'National Online Safety' to help create a safer online community in our school.
- 7.7 We work with children and parents to promote good practice in keeping children safe online.

## **8. SAFER RECRUITMENT & SELECTION OF STAFF**

- 8.1 Our recruitment and selection policies and processes adhere to the flowchart guidance provided in the statutory document Keeping Children Safe in Education, 2018
- 8.2 The Headteacher and governing body will ensure that all external staff and volunteers using our site have been DBS checked.
- 8.3 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.
- 8.4 At least one member of each recruitment panel will have attended safer recruitment training.
- 8.5 All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school.
- 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 The school maintains a single central record of recruitment checks undertaken.
- 8.8 No person in a management position at Burnage Academy for Boys will have been prohibited from the management of a school. This includes governors/trustees, the Head Teacher, members of the Senior Leadership Team and Faculty / Departmental heads. This will be tracked through S128 checks of DBS certificates.

## **9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

- 9.1 We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers. The concern should be referred immediately to the Designated Safeguarding Lead, Mr. Mathew Rogers and the Headteacher, Mr. Ian Fenn. If the concern relates to the Headteacher this should be referred directly to the Chair of Governors and named Governor for Safeguarding, Mr. Alan Scott. Allegations will be referred to the Manchester LA Designated Officer (formerly LADO) on 0161 234 1214.
- 9.2 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.
- 9.3 Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)
- 9.4 Referrals with regards to a person in a position of trust, or matters of public protection should be emailed to [manchesternet.ppiu@gmp.pnn.police](mailto:manchesternet.ppiu@gmp.pnn.police) and a follow up call made to PPIU on 0161 856 4444. This only refers to persons in a position of trust.
- 9.5 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. If the staff member who made an initial referral deems that the child's circumstances are not improving over time they should professionally challenge the work of the safeguarding team through contacting the designated safeguarding lead for the school, Mathew Rogers. Where a staff member feels unable to raise concerns over safeguarding practice in the school directly with the designated safeguarding lead they should go to the Headteacher, Mr Ian Fenn. In the case that a staff member feels unable to raise concerns over safeguarding practice in the school directly with the Headteacher they should go the chair of governors, Mr. Alan Scott on 0161 432 1527. For more advice staff can contact the NSPCC Whistleblowing Helpline on 0800 028 0285.
- 9.6 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed about the action taken and the length of time likely required to resolve the complaint. We will endeavour to keep the adult informed about the progress of the complaint / expression of concern.

## **10. SAFETY ON & OFF SITE**

- 10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 10.2 All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained.
- 10.3. We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, 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 identity of contractors and their staff on arrival at the school or college.

- 10.4 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. Bookings are managed by our Business Manager Toufik Merzougui
- 10.5 We will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared. Their attendance will be monitored by us in accordance with the School Register Regulations
- 10.6 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child under the age of 16 on a placement has been subject to the appropriate level of DBS check. If the activity undertaken by a child 16 years of age or over on work experience gives the opportunity for contact with children, we will consider whether a DBS enhanced check should be requested.
- 10.4 All school trips are fully risk assessed and no child will be taken offsite without parental permission.
- 10.5 For international exchanges, we will liaise with partner schools abroad, to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.
- 10.6 We have a Health & Safety procedures in place for contacting parents, and for reporting to the emergency services, including Police & Hospital. This is coordinated by members of the safeguarding team listed in the 'key school safeguarding staff and roles' section of this policy and usually falls to the House Leader in the first instance.

## **APPENDICES**

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

### **APPENDIX A - 'Keeping Children Safe in Education', 2018, Part 1 - to be read by all staff**

#### **Part one: Safeguarding information for all staff**

##### **What school and college staff should know and do**

A child centred and coordinated approach to safeguarding.

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.

2. 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 professionals 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.

3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's 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.

5. 'Children' includes everyone under the age of 18.

##### **The role of school and college staff**

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. All staff have a responsibility to provide a safe environment in which children can learn.

8. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

9. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 23-34. Staff should expect to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>4</sup>

### **What school and college staff need to know**

13. All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the safeguarding and child protection policy;
- the behaviour policy
- the staff handbook which outlines our codes of conduct
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

14. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15. All staff should be aware of their local early help process and understand their role in it.

16. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

17. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

## **What school and college staff should look out for**

18. 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 misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

19. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 43-53 of this guidance.

20. Departmental advice What to do if you are worried a child is being abused - Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

21. Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

22. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

## **What school and college staff should do if they have concerns about a child**

23. If staff have any concerns about a child's welfare, they should act on them immediately.

24. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

25. Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes
- an early help assessment

- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

26. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

27. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

### **Early Help**

28. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

### **Statutory assessments**

29. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local authority's referral process.

### **Children in need**

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

### **Children suffering or likely to suffer significant harm**

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

30. The online tool Report child abuse to local council directs to the relevant local children's social care contact number.

### **What will the local authority do?**

31. The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

32. The referrer should follow up if this information is not forthcoming.

33. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

34. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

### **Female Genital Mutilation mandatory reporting duty for teachers**

35. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.<sup>11</sup> If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

36. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

### **Why is all of this important?**

37. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

(Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons

employed or engaged to carry out teaching work at schools and other institutions in England).

### **What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children**

38. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- This should be referred to the headteacher or principal
- Where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school
- In the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.

39. Full details can be found in Part four of this guidance.

### **What school or college staff should do if they have concerns about safeguarding practices within the school or college**

40. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

41. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

42. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at: Advice on whistleblowing.
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)<sup>13</sup>. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

### **Indicators of abuse and neglect**

43. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

44. **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. They may be abused by an adult or adults or by another child or children.

45. **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.

46. **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.

47. **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 peers. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 50 of KCSE, 2018).

48. **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.

### **Specific safeguarding issues**

49. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

50. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

51. All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

52. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

53. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

## **APPENDIX B Legislation, Statutory Guidance & Ofsted Framework**

1. Keeping Children Safe in Education', September 2018
2. Ofsted Section 5 Inspection Framework for Schools, August 2016
3. Inspecting Safeguarding in Early Years, Schools & Skills Settings' August 2016
4. 'Working Together to Safeguard Children' , July 2018
5. Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
6. FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
7. Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
8. DFE Statutory Policies for Schools, Sept 2014,
9. DFE Children Missing Education, Stat Guidance, Sept 2016
10. DFE Designated Teacher for LAC Guidance, Nov 2009
11. DFE Supervision of Regulated Activity, Jan 2013
12. Alternative Provision, Stat guidance, Jan 2013
13. Teachers' Standards, updated June 2013
14. Governors' Handbook, Jan 2017
15. 'Listening to & involving children & young people', stat guidance, Jan 2014
16. Health & Safety Legislation

## **APPENDIX C - Non-statutory Guidance**

1. DFE 'What to do if you are worried a child is being abused - Advice for Practitioners'
2. 'Safer Working Practices', Safer Recruitment Consortium, Oct 2015
3. DFE National Standards of Excellence for Headteachers, Jan 2015
4. DFE 'Use of Reasonable Force in Schools', July 2013
5. United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
6. NSPCC Whistleblowing Adviceline

## **APPENDIX D - MCC & MSCB Policies, Procedures & Guidance**

**[www.manchestersafeguardingboards.co.uk](http://www.manchestersafeguardingboards.co.uk)**

Here you will find:

1. MSCB Policies
2. MSCB Multi-agency Levels of Need & Response Framework, April 2015
3. Safeguarding Concerns, Guidance & Proformas
4. MSCB LADO Referral Process
5. MSCB Learning From Serious Case Reviews
6. Help & Support Manchester Website:-
7. Early Help Strategy, Guidance, Assessments & Referrals
8. Signs of Safety Strategy, Guidance & Resources

## **APPENDIX E - Links to Other Relevant School Policies/Procedures**

- Accessibility Policy
- Equality Policy & Statement
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Behaviour & Anti Bullying Policy
- Trips and Visit Guidance
- Special Educational Needs Policy
- Looked After Children
- Administration of Medicines
- Guidance on letting to external organisations

## **APPENDIX F - Other Relevant Education Department Policies/Guidance**

All these are available on the Manchester Schools Hub Website.

1. 'Transfer of Safeguarding Information' model policy & guidance
2. 'Safeguarding' model policy & guidance
3. 'Safer Recruitment' model policy
4. Safeguarding Children with SEND
5. Manchester Governors' Handbook MCC
6. 'A Good Safeguarding School'

## **APPENDIX G - Abbreviations**

- |            |  |
|------------|--|
| 1. AP      | Alternative Provision                                |
| 2. CiN     | Child in Need  |
| 3. CP      | Child Protection                                     |
| 4. CPOMS   | One of a number of electronic record keeping systems |
| 5. CSC     | Children's Social Care                               |
| 6. DFE     | Department for Education                             |
| 7. DO      | Designate Officer (formerly LADO)                    |
| 8. DSL     | Designated Safeguarding Lead                         |
| 9. EH      | Early Help   |
| 10. EHA    | Early Help Assessment                                |
| 11. LA     | Local Authority                                      |
| 12. LAC    | Looked After Child                                   |
| 13. LAC DP | Designated Teacher for LAC                           |
| 14. LADO   | Local Authority Designated Officer                   |
| 15. MASH   | Multi Agency Safeguarding Hub                        |
| 16. MCC    | Manchester City Council                              |
| 17. MSCB   | Manchester Safeguarding Children's Board             |
| 18. SEN    | Special Educational Needs                            |
| 19. SENCO  | SEN Co-ordinator                                     |
| 20. SG SEF | Safeguarding Self Evaluation Framework               |
| 21. SOS    | Signs of Safety                                      |