



Safeguarding Policy

November 2022

Our Vision

For the children of Park View to become happy, caring and responsible citizens with the resilience to rise to the challenges they may face in our everchanging world.

Our Aim

To provide inspirational education in a nurturing culture of inclusion, safety, support and mutual respect where all can develop the confidence to succeed and to show genuine care and respect for themselves and others.

Our Values

Friendship, Ambition & Respect

Respecting the Rights of the Child

This policy promotes rights of the child as set out in the United Nations Convention on the Rights of the Child and supports the school in ensuring that all children at Park View whatever their ethnicity, gender, religion, language, disability, ability or any other status can enjoy the rights to which they are entitled.

Equality at Park View

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010. It is fair and does not disadvantage or prioritise any pupil or groups of pupils thus promoting equality across the school.

Park View Community School		
The head teacher, who has the ultimate responsibility for safeguarding is Ms Navin. In her absence, the authorised member of staff is Miss Lewis.		
KEY SCHOOL STAFF & ROLES		
Name	Role	Contact Phone Number
Ms Navin	Head Teacher	0161 519 8562
Miss Lewis	Safeguarding Lead	0161 519 8562
Mrs Rowbotham	Behaviour Mentor	0161 519 8562
Mr Silver	Deputy Head	0161 519 8562
Ms Mehaffy	Deputy Safeguarding Lead	0161 519 8562
Mrs Brotherton	Deputy Safeguarding Lead	0161 519 8562
NAMED GOVERNOR * for Safeguarding & Prevent		Contact Phone Number/Email
Barbara Kinch		0161 519 8562

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

All adults who come into contact with children in our school have a duty to ensure the safety of all children, and to report anything that they are concerned about. This includes all staff, visitors and volunteers.

In event of a disclosure or concerns for the safety of a child:

- Report immediately to the Designated Safeguarding Lead Miss Lewis or in her absence, one of the team of DSLs.
- Do not speak with the parents
- Do not promise the child that it will be kept a secret
- Do not question the child – this may jeopardise future investigations / prosecution

In addition, all our concerns and actions taken, are also logged on CPOMS (Child Protection Online Monitoring System).

Further support and guidance is available from:

- . Multi-Agency Safeguarding Hub (MASH): **0161 234 5001**,
Early Help Hubs: North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977**.
National Society for the Prevention of Cruelty to Children (NSPCC): **0800 800 5000**
Local Authority (LA) Safeguarding in Education Team: **0161 245 7171**

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

- A phone call referral will be made to Children's Services by one of the DSL Team immediately.
- If an allegation is made against a member of staff, the Head Teacher will be notified immediately and Manchester LA Designated Officer (formerly LADO) will also be notified: **0161 234 1214**.
- Park View Community School follows the government guidance 'Keeping Children Safe in Education' September 2022, when dealing with allegations made against staff and volunteers. 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.

Our Whistleblowing Policy details how staff and volunteers need to proceed if they wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally.

NSPCC Whistleblowing Helpline: 0800 028 0285.
Manchester LA Designated Officer (formerly LADO): 0161 234 1214.

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

Review Date	Changes made	By whom
October 2019	Policy created	Janine Lewis Safeguarding & Inclusion Lead
June 2020	Policy reviewed in line with LA covid-19 policy	Janine Lewis Safeguarding & Inclusion Lead
October 2020	Policy reviewed in line with KCSIE 2020	Janine Lewis Safeguarding & Inclusion Lead
October 2021	Policy reviewed in line with KCSIE 2021	Janine Lewis Safeguarding & Inclusion Lead
November 2022	Policy reviewed in line with KCSIE 2022	Janine Lewis Safeguarding & Inclusion Lead

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
20/21	15/10/2020	Barbara Kinch
21/22	04/11/2021	Barbara Kinch
22/23		Barbara Kinch

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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.

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. 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.’ (KCSIE, September 2022)

Safeguarding and promoting the welfare of children 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 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, September 2022)

Park View Community 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. Our school is committed to the principles outlined in ‘Working Together to Safeguard Children September 2019’ and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.

Park View is committed to supporting the delivery of effective early help using The Multi-Agency Levels of Need and Response Framework and the Early Help Assessment process which 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 well-being, 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 child care and parenting skills.

Access to cross-curricular activities provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

Park View Community School will exercise diligence and prevent any organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils and staff. All regular visitors and volunteers to our academy, college and university students are required to sign our Visitors and Volunteers Agreements and our Safeguarding and Child Protection Overview, stating that they have or will read and act in accordance with our Safeguarding policy and procedures. Risk Assessments are now carried out for ALL volunteers, in line with the statutory advice in KCSIE September 2021. Any visitor who is working alone with any children will be required to bring their DBS Enhanced Disclosure with them and proof of identification. They will also be included on our Single Central Record.

All children have access to a broad, balanced and differentiated curriculum to meet all our children's needs. 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.

Children and young people 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, understanding and empathy for others. There is access to a range of extracurricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.

Personal Health and Social Education, Citizenship and Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

All staff at Park View take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, CCE, Forced Marriage, Honour Based Violence, FGM and Breast Ironing.

All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Maintained schools and pupil referral units insert:

- › Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- › [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- › [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- › Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- › [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- › [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- › Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- › [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- › [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- › [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- › [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- › The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- › This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

Definitions

Safeguarding and promoting the welfare of children means:

- › Protecting children from maltreatment
- › Preventing impairment of children’s mental and physical health or development
- › Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- › Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- › The local authority (LA)

- › A clinical commissioning group for an area within the LA
- › The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

2. EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- › Have special educational needs (SEN) or disabilities or health conditions
- › Are young carers
- › May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- › Have English as an additional language
- › Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- › Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after
- › Are missing from education
- › Whose parent/carers has expressed an intention to remove them from school to be home educated

3. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

3.1 Our Head Teacher is fully aware of our role in multi-agency safeguarding arrangements, of the Safeguarding Partnership (MSP) arrangements and of the Child Death Review Partnership arrangements.

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

‘providing a 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 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 47 assessment’ KCSIE 22.

- 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 Form to the LA as requested.
- A Designated Senior Member of staff, known as the DSL, for safeguarding and 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.
- 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 and volunteers’ handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed in a range of ways and is accessible to all children. Information is shared in PSHE lessons, Circle Times, assemblies presented by the NSPCC and follow up activities and lessons, NSPCC ‘PANTS’ sessions.
- We co-operate fully with MCC and Manchester Safeguarding Partnership’s safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. The Head Teacher, Ms Navin and Safeguarding Lead, Miss Lewis closely monitor:

- The multi-agency working of the DSL team
- The contributions and feedback given at meetings
- Record keeping
- Actions towards achieving the best outcomes for children
- The quality of reports, referrals and records

This is done through monitoring all entries on CPOMS, reading reports and referrals prior to them being sent for quality assurance purposes.

We create a culture whereby all staff, volunteers and visitors feel confident and have the 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. In line with KCSIE 2022, all staff have read Section 1 and Annex A and have signed a document to agree that they have read, understood and will act in accordance with the statutory guidance. In addition, regular briefings and staff meetings are held to support staff and advise on our procedures when reporting and recording concerns and disclosures.

All staff receive appropriate and regular safeguarding and child protection training and updates which includes the following:

- Basic safeguarding information about the school's policies and procedures,
- Signs and symptoms of abuse (physical, emotional and sexual) and neglect.
- 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.
- 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.

3.2 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.
- Our Safeguarding and Child Protection Policy and our staff Code of Conduct are reviewed at least annually. These are shared with staff annually and during the Induction process for newly appointed staff, again in line with statutory guidance in

KCSIE 2022. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance.

- We operate safer recruitment and selection practices in terms of shortlisting, requesting references, interviews, Enhanced DBS form completion, etc. Our safer recruitment and selection practices also include appropriate use of references and checks on new staff and volunteers. We ensure that we:
- verify a candidate's identity
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- verify the candidate's mental and physical fitness to carry out their work responsibilities
- verify the person's right to work in the UK
- if the person has lived or worked outside the UK, make any further checks that we consider appropriate.
- verify professional qualifications, as appropriate. The Teacher Services' system is used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation
- check that a person taking up a management position as described at paragraph 125 is not subject to a section 128 direction made by the Secretary of State
- where an enhanced DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person's appointment.
- 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. Training in Safeguarding and Child Protection and in our processes and procedures is an essential part of our Induction process. There are also (at the least) annual refresher training sessions provided for all staff – teachers, teaching assistants, administration staff and lunchtime organisers. Local and national safeguarding updates are shared via emails, bulletins and in staff meetings.

3.3 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 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. Induction procedures for all new staff involve safeguarding training. Ensure that all referrals made to Children's Services are effective and in line with MSP procedures. All referrals are uploaded onto CPOMS and the outcomes and actions are recorded.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. Through monitoring of all CPOMS entries, the Head Teacher and DSL are aware of all concerns raised, meetings held and actions taken. The DSL team are supervised but also supported in any decision making or actions.
- 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. If the main DSL is not available to attend meetings out of hours or during school holidays, the DSL team will be alerted and alternative person will be required to attend.

3.4 **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 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/procedures e.g. our Behaviour 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 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
 - Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a social worker
 - Provide targeted support for individuals and groups of children as required, if appropriate to their role
- Demonstrate professional curiosity, which is the capacity and communication skill to explore and understand what is happening with an individual or family. It is about enquiring deeper and using proactive questioning and challenge. It is about understanding one's own responsibility and knowing when to act, rather than making assumptions or taking things at face value.

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

4. TRAINING AND AWARENESS RAISING

- 4.1 All new staff and regular volunteers will receive appropriate safeguarding information during induction. Induction Training – this is mandatory and includes:
- the Safeguarding and Child Protection policy;
 - the Behaviour Policy;
 - the staff Code 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 rest of the DSL Team.
- 4.2 All staff must ensure that they have read and understood the most recent KCSIE. Following training, all staff will sign to say they have read, understood and will act in accordance with the statutory guidance in Section 1, Section 5 and Annex A of KCSIE September 2022.
- 4.3 All staff will receive annual child protection training/refreshers which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), 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. Records are kept centrally of all safeguarding training that has taken place, which staff have received the training, when and by whom. Any staff missing any training will be required to attend an alternative session as soon as possible.
- 4.4 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. Local and national safeguarding updates are shared via emails, bulletins and in staff meetings.

5. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

5.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. This is achieved through Pupil Voice questionnaires, Circle Times, Assemblies and PSHE lessons where children discuss how they are kept safe from harm, who they can talk to, and children know how to 'recognise when they are at risk and how to get help when they need it' (KCSIE 2022).

5.2 ATTENDANCE

- 5.2.1 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.
- 5.2.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases. This may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 5.2.3 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.

5.3 EXCLUSIONS

- 5.3.1 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.

5.4 VULNERABLE GROUPS

- 5.4.1 We ensure all key staff work together to safeguard vulnerable children. Regular meetings are held with key members of the team: DSL, SENCO, Attendance

Lead and School Nurse to highlight concerns and share information, where necessary, in line with the government's Information Sharing Guidance, July 2018. CPOMS is also monitored as detailed previously, by the Head Teacher and DSL.

5.4.2 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;
- 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.

5.4.3 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.

5.5 Alternative Provisions (AP)

We will only place child in an AP which is registered and has been quality assured. MCC advises that schools should only use AP that have been judged by Ofsted to be 'good' or better.

Children will have a behaviour/learning plan and the DSL will liaise with AP DSL to ensure safeguarding concerns are followed up.

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

6.1 KEEPING RECORDS

- 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 secure the safeguarding records.
- 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 LA Guidance.
- The records should include:
 - a clear and comprehensive summary of the concern.
 - details of the concern was followed up and resolved.
 - a note of any action taken, decisions reached and the outcome.

6.2 RECORDING AND REPORTING CONCERNS

- All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix A). If a concern arises all staff, volunteers and visitors must:
 - Speak to the DSL or the person who acts in their absence
 - Agree with this person what action should be taken, by whom and when it will be reviewed
 - Record the concern using our safeguarding recording system, CPOMS.

6.3 INFORMING 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.
- 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).

6.3.3 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**, e.g. in cases of suspected domestic abuse. We will record the reasons, if consent is not gained.

6.4 MULTI-AGENCY WORKING

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

6.4.2 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.

6.5 CONFIDENTIALITY & INFORMATION SHARING

- › Timely information sharing is essential to effective safeguarding
- › Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- › The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- › If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- › Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- › If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- › Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- › The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- › If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

6.6 CHILD PROTECTION (CP), CHILD IN NEED (CIN) & TEAM AROUND THE CHILD/FAMILY (TAC/TAF) MEETINGS AND CONFERENCES

- 6.6.1 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.
- 6.6.2 A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.
- 6.6.3. Every effort will be made to ensure that we contribute to and attend CP and CIN conferences and reviews.
- 6.6.4 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.

6.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

- 6.7.1 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.
- 6.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 6.7.3. We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.
- 6.7.4. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

5.8 SERIOUS CASE REVIEWS

- 6.8.1 The MSP 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.
- 6.8.2 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.

7 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.

- 7.1 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.
- 7.2 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.
- 7.3 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.
- 7.4 Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.
- 7.5 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, CCE, Female Genital Mutilation, Forced Marriage.

- 8. Fabricated or induced illness (FII)** is a form of child abuse. It occurs when a parent or carer, exaggerates or deliberately causes symptoms of illness in the child.

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours in FII include a parent or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances

9. DOMESTIC ABUSE

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

9.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

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

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

9.5 Park View Community School works in partnership with the police on operation encompass. This is an intervention safeguarding partnership which supports children exposed to domestic abuse. It is the reporting to schools before the start of the next school day when a child has been exposed to a domestic abuse

incident the previous evening. The information is shared with the DSL to enable support to be given dependent of the needs and wishes of the child.

10. FORCED MARRIAGE

10.1 Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

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

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

11. FEMALE GENITAL MUTILATION

11.1 Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

11.2 The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes a new statutory duty placed on professionals (including teachers) to notify the police when they discover that FGM appears to have been carried out on a girl under 18.

12. PREVENTING RADICALISATION and VIOLENT EXTREMISM

12.1 Park View Community School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Park View Community School seeks to protect its students and staff

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

12.2 Park View Community School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

12.3 We have a named lead for Prevent on SLT (Miss Lewis). Prevent is part of the the safeguarding role of the DSL. We do not have a specific policy on Prevent but have ensured it is embedded into all appropriate school policies.

12.4 We work in partnership with others including the Local Authority and MSP to share concerns and improve practice in this area. We review our IT policies to ensure that IT use is safe across the school. Children are supported to know how to stay safe online both in and out of school.

12.5 Staff training and knowledge on Prevent is regularly reviewed and monitored. Staff in this school are aware that Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Staff know that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology but they are alert to the signs and changes of behaviour which may be indicators. Staff are confident to challenge and support young people who may be vulnerable. Staff also know what to do if they have concerns that a young person is being radicalised.

12.6 School actively builds students resilience to radicalisation through the curriculum and a whole school ethos which promotes British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

12.7 Park View Community School seeks to have effective engagement with parents and families in order to work in partnership to protect our children and young people.

13. E-SAFETY

13.1 Park View Community School has an E-Learning Policy which recognises that

E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

13.2 The internet is an essential element in 21st century life for education, business and social interaction and Park View Community School has a duty to provide children and young people with quality access as part of their learning experience.

13.3 It is the duty of Park View Community School to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

13.4 Park View Community School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials.

14. CHILD ON CHILD ABUSE

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- › Is serious, and potentially a criminal offence
- › Could put pupils in the school at risk
- › Is violent
- › Involves pupils being forced to use drugs or alcohol
- › Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- › You must record the allegation and tell the DSL, but do not investigate it
- › The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- › The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- › The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- › Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- › Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- › Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- › Ensure pupils are able to easily and confidently report abuse.
- › Ensure staff reassure victims that they are being taken seriously
- › Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners

- › Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- › Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- › Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident

doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- › Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- › There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

15. SEXTING

Sending sexually suggestive photos and/or videos via mobile or over the internet is illegal. Young people (under 18) texting intimate pictures of themselves via social media are committing a criminal offence (distribution of child pornography) and can face police action, even if their actions are entirely voluntary. Where adults are involved in sharing or creating photos of under 18s, this constitutes child sexual abuse, and will be reported to the police. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However Park View Community School takes a pro-active approach to help students to understand, assess, manage and avoid the risks associated with 'online activity' through sessions which are focus on online safety. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

16. CYBER BULLYING

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. Electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

17. PREJUDICED BEHAVIOUR

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and

equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

18. GENDER BASED VIOLENCE/SEXUAL ASSAULT

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

19. UPSKIRTING

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

20. SEND PUPILS

The welfare of all pupils' is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils

- › The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- › Communication barriers and difficulties in managing or reporting these challenges

21. INITIATION/HAZING

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. In all cases of Child on Child abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters. Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps should be followed to clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

22. SAFER RECRUITMENT & SELECTION OF STAFF

- 22.1 Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE 2022'.
- 22.2 The Head Teacher and governing body will ensure that all external staff and volunteers using our site have been DBS checked. In addition, they will all be Risk Assessed, following guidance from KCSIE 2022.
- 22.3 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.
- 22.4 At least one member of each recruitment panel will have attended safer recruitment training.

22.5 All relevant staff are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school.

22.6 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained. 21.7 The school maintains a single central record of recruitment checks undertaken.

23. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in the managing allegations against staff including low level concerns policy.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

Early years providers add:

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

24. SAFETY ON & OFF SITE

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

24.2 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.

24.3. 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.

24.4 We operate a responsible booking protocol and will carry out appropriate checks on all organisations if any request to hire our facilities. This is not currently the case.

24.5 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.

24.6 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.

All school trips are fully risk assessed and no child will be taken offsite without parental permission.

25. CONTEXTUAL SAFEGUARDING

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 (and deputies) 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

26. HOMELESSNESS

The DSL should be aware of the contact details and referral routes of the Local Housing Authority to enable them to raise concerns. Referrals to the Local Housing Authority should not replace referrals to children's social care where a child is being harmed or at risk of harm.

27. MENTAL HEALTH

All staff are 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

28. SERIOUS VIOLENCE

All staff should be aware of the indicators, which may signal 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 and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Child protection and safeguarding: COVID-19 addendum

Park View Community School

Approved by:	[Name]	Date:	[Date]
Last reviewed on:	[Date]		
Next review due by:	[Date]		

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Janine Lewis	0161 519 8562 / 07902 733 600
Deputy DSL	Rachel Brotherton Katy Maheffy	0161 519 8562
Other contactable DSL(s) and/or deputy DSL(s):	Caroline Rowbothom Tom Silver	0161 519 8562
Designated member of senior leadership team if DSL (and deputy) can't be on site	Arwel Jones Mary Bowden	0161 519 8562
Headteacher	Sarah Navin	0161 519 8562 / 07541 540 839
ROLE	NAME	CONTACT DETAILS
Chair of governors	Barbara Finch	

1. Scope and definitions

This addendum applies during the period of phased return following school closure due to COVID-19. It reflects updated advice from authority (LA) Manchester.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's definition of 'vulnerable children' includes those who:

- Are assessed as being in need, including children:
 - With a child protection plan
 - With a child in need plan
 - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
 - On the edge of receiving support from children's social care services
 - Adopted
 - At risk of becoming NEET ('not in employment, education or training')
 - Living in temporary accommodation

- Young carers
- Considered vulnerable at the provider and LA's discretion

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children ➤

Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home.

Staff are to contact a member of the DSL team via telephone if working from home and report their concerns immediately and then log on CPOMS.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely by telephone.

We will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for coordinating safeguarding. This will be either of the Assistant Headteachers, Mary Bowden or Arwel Jones. You can contact them by via email or telephone (see contact details section).

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

We will resume taking our attendance register. We will also continue to submit the Department for Education's daily online attendance form, until no longer asked to do so.

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by contacting parents or carers.
- Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

7. Child on child abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of child on child abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID19 period, in line with government guidance.

9. Contact arrangements

We have contact arrangements for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

Each child is included on a risk assessments, which details how often the school will make contact – this will be at least once a week

- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these arrangements with children's social care where relevant, and will review them every 4-6 weeks or sooner if needed.

If we can't make contact, we will inform Children's Services and request a welfare check from the police.

10. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

10.1 Children returning to school

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before the child returns.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

10.2 Children at home

The school will maintain contact with children who are not yet returning to school. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

Staff are to follow a script when making welfare calls.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides

- Know where else they can go for support to keep their children safe online

Signposting sheet sent to parents/carers and children

12. Mental health

12.1 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Children can be referred to the school nurse or school counselor.

12.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Children can access the school counselor via telephone sessions. The school nurse can also contact parent/carers and children at home.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the [DBS](#). New staff must still present the original documents when they first attend work at our school.

Similarly, temporary measures allow right to work checks to be carried out by verifying scanned documents on a video call. If we need to take this approach, we will follow [Home Office and Immigration Enforcement guidance](#).

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. Risk assessments to be completed by a member of SLT.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

14. Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

14.1 New and 'on loan' staff induction

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

14.2 DSL training

The DSL (and deputy) may not be able to take part in training during this period. If this is the case, the DSL (and deputy) will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The DSL (and deputy) will do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

15. Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'

- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

16. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

17. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum every 4 weeks by Janine Lewis, DSL. At every review, it will be approved by the full governing board.

18. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy

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' 2022

Part 1 - to be read by all staff

APPENDIX B Legislation, Statutory Guidance & Ofsted Framework

- Keeping Children Safe in Education' - latest update September 2022
- Ofsted Section 5 Inspection Framework for Schools, August 2016

- Inspecting Safeguarding in Early Years, Schools & Skills Settings' August 2016
- 'Working Together to Safeguard Children' July 2018
- Prevent Duty, Section 26 Counter Terrorism & Security Act 2015
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools, Sept 2014,
- DFE Children Missing Education, Stat Guidance, Sept 2016
- DFE Designated Teacher for LAC Guidance, Nov 2009
- DFE Supervision of Regulated Activity, Jan 2013
- Alternative Provision, Stat guidance, Jan 2013
- Teachers' Standards, updated June 2013
- Governors' Handbook, Jan 2017
- 'Listening to & involving children & young people', stat guidance, Jan 2014
- Health & Safety Legislation

APPENDIX C - Non-statutory Guidance

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

APPENDIX D - MCC & MSCB Policies, Procedures & Guidance

Links to:-

- MSCB Website:-
- MSCB Policies
- MSCB Multi-agency Levels of Need & Response Framework, April 2015
- Safeguarding Concerns, Guidance & Proformas
- MSCB LADO Referral Process
- MSCB Learning From Serious Case Reviews
- Help & Support Manchester Website:-
- Early Help Strategy, Guidance, Assessments & Referrals • Signs of Safety Strategy, Guidance & Resources

APPENDIX E - Links to Other Relevant School/EY

Setting/College Policies/Procedures

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers

APPENDIX F - Other Relevant Education Department

Policies/Guidance

All these are available on the Manchester Schools Hub Website.

- 'Transfer of Safeguarding Information' model policy & guidance
- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC

- 'A Good Safeguarding School'
- Safer Recruitment policy
- Allegations against staff including low level concerns policy

APPENDIX G - Abbreviations

- AP Alternative Provision
- CiN Child in Need
- CP Child Protection
- CPOMS One of a number of electronic record keeping systems used in many schools in Manchester
- CSC Children's Social Care
- DFE Department for Education
- DO Designate Officer (formerly LADO)
- DSL Designated Safeguarding Lead
- EH Early Help
- EHA Early Help Assessment
- LA Local Authority
- LAC Looked After Child
- LAC DP Designated Teacher for LAC
- LADO Local Authority Designated Officer
- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board
- SEN Special Educational Needs
- SENCO/SEND CO SEN Co-ordinator
- SG SEF Safeguarding Self Evaluation Framework
- SOS Signs of Safety