



# CROWN STREET

PRIMARY SCHOOL

## Safeguarding and Child Protection Policy

At Crown Street Primary School, the following members of the school community hold the following positions:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
<b>Heleyna Thompson</b>	<b>Sarah Hopkins</b>	<b>Freya Booth</b> <i>freya.booth@laurustrust.co.uk</i>

Concerns or allegations about a member of staff or volunteer should be shared with:

Head of School	Director of Primary ( <i>In the absence of the Head of School</i> )	Safeguarding Governor
<b>Heleyna Thompson</b>	<b>Lisa Woolley</b>	<b>Freya Booth</b> <i>freya.booth@laurustrust.co.uk</i>

KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
<i>Heleyna Thompson</i>	<i>DSL / HoS</i>	<i>0161 54 7150</i>
<i>Sarah Hopkins</i>	<i>DDSL / EYFS Lead</i>	<i>0161 549 7150</i>
<i>Aimee Turrell</i>	<i>SENDCo</i>	<i>0161 549 7150 01625 468040</i>
<i>Andrea McGowan</i>	<i>School Operations Coordinator</i>	<i>0161 549 7150</i>
<i>Lisa Woolley</i>	<i>Director of Primary</i>	<i>0161 549 7000</i>
<i>Joe Maguire</i>	<i>Executive Head Primary</i>	<i>01625 468 040</i>
<i>Jen Jenkins</i>	<i>Trust Director of HR (HR and Legal Advice)</i>	<i>0161 549 7000</i>
NAMED GOVERNORS for Safeguarding & Prevent		Contact Phone Number/Email
<i>Freya Booth (Chair of Governors &amp; Safeguarding Governor)</i>		<i>freya.booth@laurustrust.co.uk</i>

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

At Crown Street Primary School we recognise the responsibility we have under Section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Academy Committee approve the S175/157 return to the LA on a yearly basis. This policy demonstrates our commitment and compliance with safeguarding legislation.

The effectiveness of our safeguarding arrangements are monitored by the Senior Leadership team (including Safeguarding Lead across Laurus Trust Primaries/The Laurus Trust) and the Academy Committee.

The Academy Committee will facilitate a whole-school approach to safeguarding, which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart. To do this, all members of the Academy Committee receive appropriate and regular training. They will also be provided with updates from the Head of School on safeguarding arrangements in school (*KCSIE, Part 2, 2.76-80*).

The Academy Committee and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually or more often when required.

Review Date	Changes made	By whom
March 2024	Policy created	Heleyna Thompson
September 2024	Policy reviewed <ul style="list-style-type: none"><li>• KCSIE 2023 updated to 2024 – whole document</li><li>• Working Together to Safeguard Children 2018 updated to 2023 – whole document</li><li>• Cross referenced with Manchester City Council Model Safeguarding Policy September 2024<ul style="list-style-type: none"><li>• Safeguarding definition changed</li><li>• Child Protection definition changed</li><li>• Exploitation included in rational and definitions of safeguarding</li><li>• Definition of Abuse updated to domestic abuse and online harm</li><li>• Peer on Peer abuse amended to Child-on-Child abuse</li><li>• Role of the DSL updated and wording restructured</li><li>• Online Safety changed to Digital Safeguarding</li></ul></li></ul>	Heleyna Thompson
October 2025	Policy reviewed <ul style="list-style-type: none"><li>• Safeguarding Governor details changed</li><li>• Addition of SENDCo and Trust Director of HR to Key School Staff</li><li>• Safeguarding Protocol Poster updated</li></ul>	Heleyna Thompson

	<ul style="list-style-type: none"> <li>• KCSIE date changed from 2024 to 2025</li> <li>• KCSIE 2025 updates</li> <li>• KCSIE numbered sections changed where needed</li> <li>• Details of School's arrangements in 'Prevention' amended to include additional training</li> <li>• Child Criminal Exploitation (CCE) definition amended</li> <li>• Child-on-child abuse definition amended</li> <li>• Approach to dealing with child-on-child abuse detailed further (4.6)</li> <li>• Addition of DSL availability (2.3)</li> <li>• Additions to Alternative Provision (4.3)</li> <li>• Further detail around data handling and information sharing included (5)</li> <li>• Appendices amended – reordered, addition of 'Role of DSL' and links checked</li> </ul>	
--	---	--

### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2024-2025	October 2024 – AC1 Gorsey Bank Primary Academy Committee	Neil Mitchell
2025-2026	November 2025 – AC1 Crown Street Primary Academy Committee	Freya Booth

## Summary of Safeguarding Procedures

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 practitioners in this school make sure their approach is child centred. This means that we consider, at all times, what is in the best interests of the child.

Our procedure at Crown Street Primary School if there is a concern about child welfare or safeguarding is: -

- Staff to follow the Safeguarding Protocol of Receive, Reassure and Record (*can be viewed on next page*).
- All concerns are logged accurately on CPOMS and by speaking the DSL (or DDSL, if DSL is unavailable).
- This will be done **immediately** upon discovering a concern – staff should not assume someone else will do it (KCSIE, 1.50, 1.54).
- The DSL will follow up on concerns as required (included any actions needed to be taken by the member of staff who has reported the concern) and contact Children's Services if deemed appropriate.
- **All staff** have a duty of care to follow up on any concerns raised.
- Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned (KCSIE, 1.49)
- All staff, guided by the DSL will work in line with 'What to do if you have concerns about a child' flow chart (*can be viewed on next page*) setting out the process for staff when they have concerns about a child.
- **The Designated Safeguarding Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.**

### Key Contacts:

- Early Help Hub:  
Central: 0161 234 1975, South: 0161 234 1977, North: 0161 234 1973,
- Social Care Advice & Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196
- MCC Safeguarding in Education Team: 0161 245 7171
- MCC Safeguarding in Education Team: [safeguardingedu@manchester.gov.uk](mailto:safeguardingedu@manchester.gov.uk)
- NSPCC: 0808 800 5000

## Crown Street Primary Safeguarding Protocol:



### ALL STAFF AND VOLUNTEERS IN OUR SCHOOL ARE COMMITTED TO SAFEGUARDING ALL OUR CHILDREN

We will work to:

- Provide a safe environment for our children
- Support children and families using early intervention strategies
- Notice and take appropriate action to help any of our children who are either at risk of, or are suffering from, significant harm.

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor (in the event of an allegation against the Head of School)
 <b>Mrs Heleyna Thompson</b> Head of School	 <b>Miss Sarah Hopkins</b> Reception Teacher	 <b>Freya Booth</b> <a href="mailto:freya.booth@laurustrust.co.uk">freya.booth@laurustrust.co.uk</a>

If you have any concerns about the welfare of any of our children our can report them to the above-named persons.

Staff and volunteers must record their concerns on:

- CPOMS and alert the Safeguarding Team
- Or if this is unavailable / cannot be accessed, a note of concern form with a physical injury / body map should be completed and passed to the Designated Safeguarding Lead at the earliest opportunity

**Further advice and guidance can also be sought from:**

**Manchester Safeguarding Partnership**

Telephone – 0161 234 5001

Email – [mcsreply@manchester.gov.uk](mailto:mcsreply@manchester.gov.uk)



**Manchester City Council Safeguarding in Education Team**

Telephone – 0161 245 7171

Email – [safeguardingedu@manchester.gov.uk](mailto:safeguardingedu@manchester.gov.uk)

**Social Care Advice & Guidance Service**

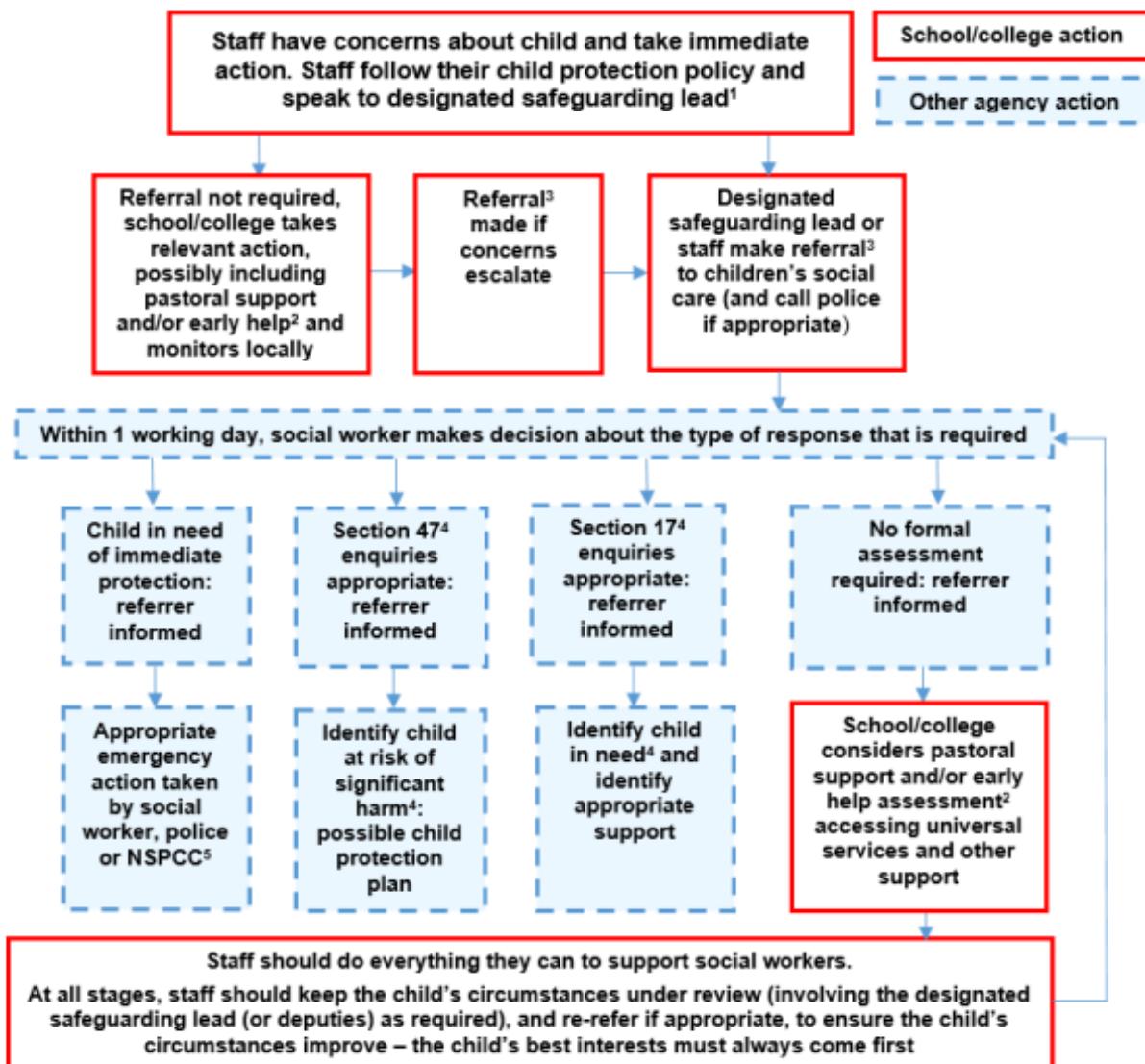
Telephone – 0161 234 5001

**NSPCC**

Telephone – 0808 800 5000

## ***Actions where there are concerns about a child Flowchart (KCIES, p24)***

### **Actions where there are concerns about a child**



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

- All concerns, including low-level should be reported to the Head of School (as DSL)
- Complaints regarding the Head of School should be reported to the Chair of Governors (*KCSIE, Part 4*)
- Concerns should be shared immediately and the person who has had an allegation disclosed to them and/or witnessed an incident should record as much detail as possible (who, when, where, what, how...)
- The Local Authority Designated Officer (LADO) should be contacted before any further questioning or formal interviews happen

#### **Key Contacts:**

- Manchester LADO: 0161 234 1214

Our procedure for whistleblowing if there is an urgent concern about child welfare or safeguarding that cannot be dealt with through our usual systems is: -

- Follow [Laurus Trust Whistleblowing Policy](#)
- The Head of School will ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with confidential reporting/whistleblowing procedures
- All members of staff are aware of the school whistleblowing procedure and are aware of their duty to report concerns about the conduct of a colleague that could place a child at risk

**Key Contacts:**

- NSPCC Whistleblowing Helpline: 0800 028 0285
- NSPCC Whistleblowing Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Our procedure for investigating and dealing with any complaints or concerns about our safeguarding practice that are brought to our attention is detailed in our Complaints Policy.

Additionally, we will co-operate with officers from the Education Department if they are aware of concerns which have been raised with Ofsted, the Regional Commissioner or the DfE.

This policy demonstrates the school's commitment and compliance with safeguarding legislation; it should be read in conjunction with:

- [Keeping Children Safe in Education \(KCSIE, 2025\)](#)
- [Working Together to Safeguard Children \(2023\)](#)
- [What to do if you are worried a child is being abused \(2015\)](#)
- [Statutory Framework for the Early Years Foundation Stage](#)
- [Greater Manchester Safeguarding Policies and Procedures](#)
- [Preventing and tackling bullying advice \(2017\)](#)
- [Guidance for safer working practice for staff working in education settings \(2022\)](#)
- [Prevent Duty Guidance \(HM Government\) \(2023\)](#)
- [Behaviour in schools: advice for Headteachers and Staff \(2024\)](#)
- [Laurus Trust Safeguarding Policy](#)
- [Laurus Trust Online Safety Policy](#)
- [Laurus Trust Whistleblowing Policy](#)
- [Laurus Trust Primary Relationships and Sex Education \(RSE\) Policy](#)
- [Laurus Trust Primaries Attendance Policy](#)
- [Crown Street Primary Attendance Policy](#)
- [Staff Code of Conduct](#)
- [Acceptable use of Technology Policy](#)

## **CONTENTS: -**

- 1. Introduction**
- 2. Roles & Responsibilities**
- 3. Training & Awareness Raising**
- 4. Safeguarding/Child Protection Policy & Procedures**
- 5. Case Management, Record Keeping & Multi-agency Working**
- 6. The Curriculum**
- 7. Online Safety**
- 8. Safer Recruitment**
- 9. Managing Allegations**
- 10. Safety On & Off-Site**
- 11. Complex Safeguarding**
- 12. Part 1 & Annex A and Annex B of '[Keeping Children Safe in Education \(KCSIE\), September 2025 - Statutory guidance](#)' to be read by staff as determined by Head of School and Academy Committee.**

## **APPENDICES: -**

- A. School Specific**
- B. Possible Indicators of Abuse**
- C. What to do if concerns about a child**
- D. LADO**
- E. Role of the Designated Safeguarding Lead (DSL)**
- F. Key Legislation & National Guidance**
- G. Other Government & National Guidance**
- H. Local Policies & Guidance (MCC and MSP)**
- I. Other Relevant School Policies, Guidance & Procedures**
- J. Definitions of Abuse & Neglect**
- K. Abbreviations**

## 1. INTRODUCTION

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

This policy has been developed to ensure that **all** adults in our school, including regular staff, supply staff, students, sessional workers, volunteers, visitors, contractors or anyone working on behalf of Crown Street Primary School are working together to safeguard and promote the welfare of children and young people and to identify and address any safeguarding concerns and to ensure consistent good practice. The safeguarding and welfare of the child is paramount and so our approach is child-centred.

‘Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.’ (KCSiE, 1.2)

Staff and volunteers working in our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the correct persons or services for support and intervention. Everyone working or volunteering at this school is trained to recognise signs of concern and in line with this policy, must report concerns following school and local authority procedures.

Staff and volunteers are updated on safeguarding issues frequently across the year – these updates and continual professional learning take place during INSET days, staff briefings and professional learning meetings and are led by the school’s safeguarding team and Trust Leaders. These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harm.

In our school we believe that the welfare of every child is paramount, and we take safeguarding very seriously. Therefore, should staff have any concerns they feel are of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected and that key staff in school are aware promptly of any such concerns. We are aware that this can lead to challenge from parents/carers, but at all times we collectively work to ensure that the child is at the heart of all our decisions and that we act in their best interests.

In our school we ensure that:

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection
- All staff act on concerns or disclosures that may suggest a child is at risk of harm
- Pupils and staff involved in Safeguarding issues receive appropriate support
- Staff adhere to a Code of Conduct and Staff Handbook and understand what to do in the event of any allegations against any adult working in the setting

- All staff are aware of Early Help and ensure that relevant referral, assessments, and interventions take place
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another
- All staff understand that children's poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse.

Within our school we discuss the United Nations Convention on the Rights of the Child with all children from Pre-School (age 3 years) through school. It is our aim that children begin to develop an understanding of their and other children's rights so that they are able to recognise and challenge if these are not being fulfilled, or if these become exploited.

We acknowledge many of the articles that relate to keeping children safe and support them through this policy and through our school curriculum. This includes Article 19 (protection from violence, abuse and neglect) – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

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

At Crown Street Primary we are committed to ensuring a whole school approach to safeguarding. This means involving everyone in the school and our Academy Committee, and ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the **best interests** of the child at heart.

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

- **providing help and support to meet the needs of children as soon as problems emerge**
- **protecting children from maltreatment, whether that is within or outside the home, including online**
- **preventing the impairment of children's mental and physical health or development**
- **ensuring that children grow up in circumstance consistent with the provision of safe and effective care**
- **taking action to enable all children to have the best outcomes**

**(KCSiE 1.3)**

## **Prevention**

We will achieve this by establishing and maintaining an ethos where:

Children feel safe and secure in an environment which allows them to learn and develop on a journey to achieving their full potential. We will educate and support our children in an inclusive, supportive non-judgemental environment.

Children understand that there are adults in the school whom they can talk to if worried, scared or facing difficulty. We will work hard to be a restorative staff team who actively listen and respond.

Staff development and awareness in respect of safeguarding is given the highest priority across the school to ensure we all fully understand and implement the national and local agenda. All our staff and volunteers are required to read Keeping Children Safe in Education (KCSiE) Part 1 and Annex A. All staff are required to undertake annual safeguarding training and update training in line with the most relevant KCSiE updates.

We deliver a broad, balanced and age appropriate PSHE (Personal, Social, Health Economic) curriculum, where children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. It will support them to manage and assess risk effectively and develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support.

Children are supported in recognising risks in various forms including on the internet. They understand what kind of physical and *virtual* contact is acceptable and can recognise inappropriate pressure from others, including that which threatens their personal safety and well-being and give them strategies to counter this.

Appropriate filters and monitoring systems are in place; however, we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching, remote learning and safeguarding

Staff feel empowered to share safeguarding concerns in a swift and timely way bringing them to the attention of the Designated Safeguarding Lead (DSL, who is also the Head of School), accepting that safeguarding is the responsibility of all in our community. Staff feel able to ask safeguarding questions and receive appropriate feedback following up on concerns as part of this shared responsibility to children.

All staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA), Manchester City Council Safeguarding in Education Team and Manchester Safeguarding Partnership (MSP) to ensure a multi-agency awareness and that strategies are developed.

There is a clear approach to substance misuse (drugs and alcohol). Any issues of drugs and substance misuse are recorded and there are strategies to educate children appropriately delivered throughout the school and curriculum.

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's personal experiences and perspectives as evidenced by observations or information provided.

Our school's arrangements for consulting with, listening and responding to pupils are:

- Annual Questionnaire
- Pupil Parliament (development of this through academic year 2025-26)
- PSHE Curriculum
- Weekly Assembly

Our school's arrangements for consulting with, listening and responding to parents are:

- Annual Parent/Carer Questionnaire
- Parent Council
- Parents Evenings
- Weekly Newsletter
- Telephone calls/emails

There is a commitment to the continuous development of staff with regard to safeguarding training:

- All staff access training annually with regular updates across the academic year
- All staff complete Basic Awareness Training delivered by the Designated Safeguarding Lead as part of their induction
- All staff complete Certificate in Safeguarding for Staff through National College at the beginning of the academic year and/or as part of their induction
- The Designated Lead and/or deputy attends the DSL Safeguarding Training training on bi-annual basis in line with the requirements set out in KCSiE at least every other year
- In addition, the Designated Safeguarding, Deputy Safeguarding Lead, Deputy Kids Club Manager and the School Operations Coordinator complete Advanced Certificate in Safeguarding for Designated Leads through National College
- The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Lead Network Meetings held each term, coordinated by the MCC Safeguarding in Education Team, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally

### **Language:**

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and acting to enable all children to have the best life chances.

**Early Help** refers to mechanisms 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.

**Child Protection** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Staff** refers to all those working for or on behalf of the school in either a paid or voluntary capacity and will be used from this point on in this document.

**Child** refers to all children and young people who have not yet reached the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role including: step-parents, foster parents, carers and adoptive parents.

### **Definitions:**

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience and work to the following definitions:

All school staff are 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 may overlap with one another.

**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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or

developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

**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 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);
- ensure access to appropriate medical care or treatment.
- include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Complex Safeguarding**

Complex safeguarding is used to describe criminal activity (often organised) or behaviour associated to criminality, involving often vulnerable children where there is exploitation and/or a clear or implied safeguarding concern.

In Manchester, domestic abuse has been included within this definition in acknowledgement of the similarities between the process of grooming and controlling victims of domestic abuse and those subject to complex abuse and the need for a specialist and sensitive approach to working with children and families at highest risk of all these areas of concerns to reduce risk and effect positive outcomes. Stockport family have agreed that the following areas are encompassed within complex safeguarding:

- Domestic Abuse including honour-based violence and forced marriage
- Child Sexual Exploitation (CSE)
- Serious Organised Crime – including Child Criminal Exploitation (CCE)
- Modern Slavery and Trafficking

- Female Genital Mutilation
- Radicalisation and Extremism

**Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE):** both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

**Child Criminal Exploitation (CCE):** Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

**Child Sexual Exploitation (CSE):** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can occur through the use of technology. (Child Sexual Exploitation, DfE)

All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the pan Greater Manchester CSE policy and procedures and of the school screening tool (SERAT) including where to find it, how to complete it and what happens next.

#### **Child-on Child abuse:**

We understand that safeguarding issues can manifest themselves via child-on-child abuse. This may include:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting and *upskirting*
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- initiating/hazing type violence and rituals

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Our comprehensive PSHE curriculum is our core preventative strategy in addressing peer-on-peer abuse. Pastoral support is offered to any victim as well as

the child who may have displayed the harmful behaviour. Local Authority support services will be utilised and parents signposted to wider support resources as a form of early intervention.

### **Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and it may adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) **and are never acceptable**. It is important that **all** victims are taken seriously and offered appropriate support.

We understand that reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate. We take reports of sexual harassment and sexual violence seriously and will always act to address reports and concerns we do this by:

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. Ensuring we have a whole school/college approach (especially preventative education).

We adhere to Government guidance as described in Sexual violence and sexual harassment between children in schools and colleges.pdf and local guidance including harmful sexual behaviours presented by children and young people. We will always make referrals as appropriate and ensure are staff are trained and informed of our approaches to this matter.

### **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. 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.

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

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect
- Channel
- Child Abduction and Community Safety Incidents
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images
- Child Criminal Exploitation
- Child Sexual Exploitation
- Children and the Court System
- Children Missing from Education
- Children who are lesbian, gay, bi or trans (LGBT)
- Children with Family Members in Prison
- County Lines
- Cybercrime
- Domestic Abuse
- Early Help
- Elective Home Education
- Homelessness
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty
- Looked After Children and children open to or who have been open to a Social Worker
- Mental Health
- Modern Slavery & the National Referral Mechanism
- Online Safety, including Education at Home
- Prevent Duty
- Preventing Radicalisation
- Serious Violence
- Sexual Violence and Sexual Harassment between children in schools and colleges
- So-called ‘Honour-Based Abuse’ including Female Genital Mutilation & Forced Marriage & Breast Ironing

- 1.1 Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in ‘Working Together to Safeguard Children December 2023’ and ‘KCSiE 2025’. Our policy ensures that we comply with our Statutory Duties (Appendices A & B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority, the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children’s Services and Community Safety (MCC)
- 1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix E)

- 1.4 Our policy complements and supports other relevant school policies (Appendix D).
- 1.5 Our policy is regularly reviewed and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

## **2. ROLES & RESPONSIBILITIES**

### **LEADERSHIP & MANAGEMENT**

#### **2.1 OUR ACADEMY COMMITTEE (Governing Body)**

Our Academy Committee have a strategic leadership responsibility for our school's safeguarding arrangements and **will** ensure that they comply with their duties under legislation. They **will** have regard to KCSiE 2025, ensuring policies, procedures and training in their schools/colleges are effective and comply with the law at all times.

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

The Academy Committee will ensure that: -

- All members of the Academy Committee have read the most recent publication of Keeping Children Safe in Education in its entirety
- All members of the Academy Committee have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (*KCSiE*, 2.79, 2.94-96)
- A named member is identified as the designated governor for Safeguarding
- Governors facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart
- Where there is a safeguarding concern, they and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
- The school has an effective Child Protection Policy
- The school has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying
- Child protection files are maintained as required

- More than one emergency number is held on file for each pupil/student
- The identified governor will provide the Academy Committee with appropriate information about safeguarding and will liaise with the designated member of staff. This will include termly visits into school and meetings with the DSL regarding safeguarding protocols and procedures. Reports and/or findings will be shared at Academy Committee meetings
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually, and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance
- We operate safer recruitment and selection practices in accordance with Part Three of KCSiE. We do this by:
  - Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring the person has the right to work in the UK. Our practices also include undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance and we also complete online checks as set out in KCSiE. In line with statutory guidance, we maintain a single central record to evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by a member of the SLT
  - Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' delivered by the DSL/DDSL and we ensure that staff and volunteers always adhere to a published code of conduct and other relevant professional standards. This extends to before and after school activities. Staff and visitors are aware of the requirements in respect of phone usage, camera enabled devices, social media and on-line conduct. Other professionals and visitors to our school are made aware of the requirement and expectations we have in respect of safeguarding our children including the use of mobile and camera enabled devices
- We will ensure that new checks are carried on existing staff, as a matter of good practice, as determined by our Governing Body. Where staff have given consent, checks will be made using the Update service
- We will carry out an annual self-declaration relating to criminal convictions incurred since previous criminal record check/ Disclosure and Barring Service (DBS) check
- It is the expectation of the local authority that DBS for existing staff will be renewed every three years in line with the MCC local agreement
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors and these are in line with KCSiE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations

- All staff and volunteers who have regular contact with children and young people and contractors who are in contact with children and young people receive appropriate training and information about the safeguarding processes, this is part of their induction process and then ongoing professional development
- There is appropriate challenge and quality assurance of the safeguarding policies and procedure. Our school follow the Manchester Safeguarding Policy, which is then adapted to our individual school circumstances
- Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents

## 2.2 OUR HEAD OF SCHOOL

Our Head of School will ensure that the policies and procedures, adopted by the Academy Committee particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.

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

Our Head of School will ensure that (they or) safeguarding staff are available to attend, Initial Child Protection Conference (ICPC) Review Child Protection Conference (RCPC,) and Strategy meetings during school holidays and out of hours.

Our Head of School will manage allegations against staff, (as the main point of contact for the LADO) and will ensure where a person is dismissed/left due to risk/harm to a child they inform the Disclosure and Barring Service as required, and where a crime may have been committed to the Police as required.

‘Schools and colleges should work with local authority children’s social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans’. (KCSiE, 2.112)

‘All schools and colleges should allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.’ (KCSiE, 2.113)

Our Head of School is fully aware of statutory guidance in KCSiE and will ensure that:-

- The policies and procedures adopted by the Academy Committee to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation
- All staff including supply teachers, volunteers, visitors and contractors understand and comply with our Code of Conduct
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested (bi-annually).
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance
- They take responsibility as the DSL and have lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities
- Parents/carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and part of all induction processes
- Child friendly information of how to raise a concern/make a disclosure has been developed and is accessible to all children. This is done through our PSHE Curriculum, as well as clear posters around school with photos of DSL and DDSL.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns.
- For any out of hours concerns and/or school holidays the Head of School (DSL) will be available
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively. All concerns are logged on CPOMS and verbally shared with the DSL who will follow up on these concerns. For anyone that cannot use CPOMS, their concern should be shared verbally and followed up with a written report. We continually discuss safeguarding through briefings and Professional Learning.
- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting. All visitors have DBS detailed logged on our inventory

system and have to wear a lanyard on school premises with the colours differentiating level of supervision needed. Red – always supervised and never left alone,

- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. We share a Visitor/Visiting Speaker Protocol which is read and agreed and ensure any resources are viewed ahead of sharing with our children
- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

### **2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)**

The DSL is the Head of School and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. They take lead responsibility for safeguarding and child protection, including Early Help, digital safeguarding and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a DDSL but the DSL takes the ultimate lead for child protection (DDSLs are trained to the same standard as the DSL).

The DSL will always be available during school hours and provide out of hours or out of term time cover arrangements as agreed with senior leadership. The DSL is supported through the Laurus Trust Safeguarding Network.

The DSL, together with team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture of listening to children and taking account of their wishes and feelings, and also understand the difficulties some children may have in approaching staff about their circumstances
- Manage referrals
  - of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
  - to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- Work with others
  - act as a source of support, advice and expertise for all staff
  - act as a point of contact with the safeguarding partners

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school.

This includes:

- o ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- o supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.
- Share information and manage the child protection file
  - Files will be kept up to date, confidential and stored securely using CPOMS
  - Files will only be accessed by those who need to see them and if content needs to be shared, we will follow the appropriate information sharing advice
  - Files will be transferred to a new school or college as soon as possible and within the first five days of the start of a new term
  - For in-year transfers, files will be shared with new school/college within 5 days
  - Confirmation of receipt from the new school/college should be obtained

- Where we receive files for a new starter, key staff will be made aware as required.
- Where appropriate, files may be shared with a new school or college in advance of the child leaving to enable the right safeguarding support to be put in place
- **Raise awareness**
  - ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff
  - ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
  - ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
  - link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
  - help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.
  - ensure staff are aware and confident of raising concerns about staff
- **Undertake training, increase knowledge and skills**
  - understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
  - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
  - understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
  - understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
  - are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
  - understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners
  - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school/college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalization and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school/college may put in place to protect them
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support for staff
  - ensure that staff are supported during the referrals processes, and
  - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Understand the views of children
  - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school/college may put in place to protect them, and,
  - understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Hold and share information
  - understand the importance of information sharing, both within the school/college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
  - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
  - be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

In addition, to be able to respond to the specific needs of children in Manchester, the DSL will

- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice.

- Specify the roles and responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENCO, Attendance Lead, Designated Person for Looked After Children, Mental Health Lead
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child

KEY SCHOOL STAFF & ROLES	
Name	Role
<i>Heleyna Thompson</i>	<i>Head of School / DSL / Designated Teacher</i>
<i>Sarah Hopkins</i>	<i>DDSL / EYFS Lead</i>
<i>Andrea McGowan</i>	<i>School Operations Coordinator</i>
<i>Lisa Woolley</i>	<i>Director of Primary</i>
<i>Joe Maguire</i>	<i>Executive Head Primary</i>

## SCHOOL STAFF

### 2.4 ALL STAFF

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

Staff at Crown Street Primary School recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

Staff at Crown Street Primary School will seek to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies.

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSIE 2025 as directed by senior leaders and appropriate to individual roles
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding concerns and key LA approaches including Early Help, Signs of Safety, Safe & Together and ensuring that the voices of children are listened to and taken account of
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Physical Restraint Policy

- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue
- Be approachable to children and respond appropriately to any disclosures
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious and actively build trusted relationships which facilitate communication
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Be aware of the local early help processes and understand their role in it
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role

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

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

- 3.1 In accordance with KCSIE 2025, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety and their responsibilities in relation to filtering and monitoring) and be made aware of the systems within the school which support safeguarding e.g. the Behaviour Policy. This training will be regularly update - all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.
- 3.2 All staff must ensure that they have read and understood KCSiE: Part One/Annex A and/or Annex B. They sign to confirm they have read and understood this.
- 3.3 All staff will receive regular child protection training at least every 2 years and at least an annual update which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes.

- 3.4 All staff members will receive regular safeguarding and child protection training and updates, including online safety and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively. Training and updates are shared regularly in briefing and/or Professional Learning meetings where scenarios are discussed to ensure staff are aware of the local and national picture.
- 3.5 To recognise the expertise built within staff by training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy.
- 3.6 All interview panels will include at least one member that has completed up to date Safer Recruitment training within the last 3 years.
- 3.7 All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people and this is included in our training programme.

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

### **4.1 PUPIL VOICE**

Children are encouraged to contribute to the development of policies and share their views. Safeguarding posters in classrooms and around the school detail the key adults that the children can talk to and child-friendly language and resources are used throughout our PSHE curriculum to support teaching and awareness of our children. Different pupil groups work with and challenge staff to develop aspects of safeguarding e.g. through the curriculum, approaches and displays. We consult, listen and respond to pupils; our school's arrangements for this are a range of pupil surveys, our Pupil Parliament, SEMH support and regular discussions as part of our PSHE curriculum (including regular phase/whole-school assemblies).

- 4.1.2 We support the LA in its progress towards UNICEF Child Friendly City status and participate in the UNICEF Rights Respecting School programme and are working towards accreditation. We embed the UNICEF Rights throughout our curriculum.

### **4.2 POOR ATTENDANCE/ABSENT CHILDREN**

We work in line with MCC Attendance Policy and Attendance Strategy and reflect these in our own Laurus Trust policies. We attend targeted support meetings related to attendance when required.

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. This includes missing individual lessons, as well as being

absent or late at Registration. Any concerning patterns are reviewed in partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care

- 4.2.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract
- 4.2.3 We implement the statutory and LA requirements in terms of monitoring and will report children appropriately to the CME Team
- 4.2.4 We will follow the Emotional Barriers to School Attendance Guidance (MCC, updated September 2025) to assist with strategies for supporting children and young people experiencing anxiety to return to school
- 4.2.5 We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date. (This is in response to learning from local serious case reviews.)

### **4.3 ALTERNATIVE PROVISION (AP)**

- 4.3.1 We will only place children in AP which is a registered provider and has been quality assured e.g. is on the MCC approved provider list or has been judged by Ofsted to be Good or better. We will obtain written confirmation from the AP that appropriate safeguarding checks have been carried out on individuals working at their establishment.
- 4.3.2 Children who require access to AP will have a personalised learning plan designed to meet their needs. AP placements will be regularly reviewed and their attendance will be monitored by us. Our DSL will work together with the DSL at the AP to ensure effective sharing of information and that any safeguarding concerns are followed up appropriately. Our school will remain responsible for the safeguarding of any pupils placed in AP.

### **4.4 EXCLUSIONS**

- 4.4.1. We comply with statutory regulations and with the LA Inclusion Policy (*Appendix C*).
- 4.4.2. The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.
- 4.4.3 We will work with the MCC Weapon Carrying in Schools and Colleges guidance (*Appendix C*) to assist in decision making around exclusion and other responses to carrying or using weapons in school.

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

## 4.5 VULNERABLE GROUPS

4.5.1 We ensure that all key staff work together to safeguard vulnerable children. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support. The Safeguarding Team meet on a regular basis to discuss cases. All concerns logged by staff on CPOMS create a chronology for each child. All children identified as vulnerable are tracked through termly meetings with the Class Teacher and Safeguarding Team.

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

- Is disabled or has certain health conditions and has specific needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the school day

Additionally, these children will also be considered

- International new arrival, refugee or asylum seeker
- Looked after, previously looked after or under a special guardianship order.
- Has or has had a social worker
- LGBT children (*KCSiE, 2.203-205*)
- Has the potential for adultification

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

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

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

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

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

4.5.7 Where children have or have had a social worker, we will work alongside the social worker to ensure there is a clear education focus in the Plan for the child.

#### **4.6 CHILD ON CHILD ABUSE (*KCSiE, Part 5*)**

Staff are clear on our procedures with regards to child-on-child abuse and such matters are always taken seriously. We ensure that we apply the same thresholds as adult to child abuse.

In our school all staff follow a restorative approach to managing behaviour and emotion coaching. Restorative practice ensures that children begin to recognise how others are impacted by their actions, through affective questioning and discussion. Behaviour concerns are recorded on CPOMs and are monitored by the school's Leadership Team and/or Safeguarding Team (DSL/Deputy DSL) and are dealt with promptly, liaising with parents and external agencies where appropriate. Our comprehensive PSHE curriculum is our core preventative strategy in addressing child-on-child abuse. Pastoral support is offered to any victim as well as the child who may have displayed the harmful behaviour. Local Authority support

services will be utilised and parents signposted to wider support resources as a form of early intervention.

Our comprehensive PSHE curriculum is our core preventative strategy in addressing child on child abuse. Pastoral support is offered to any victim as well as the child who may have displayed the harmful behaviour. Local Authority support services will be utilised and parents signposted to wider support resources as a form of early intervention.

In our school we have identified the [Respectful School Communities toolkit](#) as a source of advice for creating a culture in which sexual harassment of all kinds is treated as unacceptable. Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education 2025.

Where sharing nudes or semi nudes (youth produced sexual images) are part of the abuse then the school follows the UK Council for Child Internet Safety (UKCCIS) [Sharing nudes and semi-nudes: advice for education settings](#).

- 4.6.1 All our staff recognise that children are capable of abusing their peers, including online
- 4.6.2 Therefore, there are procedures to minimise the risk of child-on-child abuse
  - The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously
  - How allegations of child-on-child abuse will be recorded, investigated and dealt with
  - Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
  - Recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and simply not be reported
  - Our clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.
  - Recognition that it is more likely girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously
  - Recognition of the different forms child on child abuse can take
  - Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE

## **4.7 ELECTIVE HOME EDUCATION**

- 4.7.1 We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child's best education is at the heart of the decision

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

## 4.8 COMMUNITY SAFETY

### 4.8.1 Serious violence

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

- 4.8.2 We update our awareness training for staff based on new information regarding trends, modes of operation and language/slang when provided by partner agencies

### 4.8.3 Child abduction and community safety incidents

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. Our PSHE curriculum identifies different organisations that children can contact for support. They are also aware they can ask to speak to the DSL in school time.

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

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

### 5.1 KEEPING RECORDS

Crown Street Primary School will follow Greater Manchester Safeguarding Procedures in detail and adhere to any local guidance and policies as required.

The School uses CPOMs as its record keeping system. Safeguarding Records are held electronically or reports relating to Safeguarding and Child Protection concerns

are kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the Head of school and Designated Safeguarding Lead.

The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure

We take data handling and information sharing seriously. School staff have received appropriate training in relation to information sharing and confidentiality. We have a trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is complaint with confidentiality and information sharing requirements. Our DPO is Mrs Paula Murphy.

Sharing information enables practitioners and agencies to identify and provide appropriate services that safeguard and promote the welfare of children. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Staff also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.

In regard to confidentiality and information sharing staff will only involve those who need to be involved, such as the DSL (or a deputy) and other allocated services. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child. Where we share information in relation to safeguarding or a child protection matter we follow local and national guidance, we pay particular regard to Information sharing - advice for practitioners in safeguarding services and Data Protection Toolkit for Schools

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

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

5.1.3 We keep our safeguarding records secure.

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

## **5.2 RECORDING AND REPORTING CONCERNS**

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

- Speak to the DSL or the person who acts in their absence
  - Heleyna Thompson (HoS) as DSL or Sarah Hopkins (Reception Teacher) as DDSL
- Record the concern using our safeguarding recording system – CPOMS – in a factual manner, using the child's words, by the member of staff concerned as soon as possible
- The inability to record a concern should not delay the sharing of urgent information to the DSL (police or social care if required) verbally. Written records should then be made as soon as possible
- If staff do not have access to CPOMS they must record in writing what has happened and pass this to the DSL (or DDSL in their absence)
- Agree with the DSL what action should be taken, by whom and when it will be reviewed
- The DSL will decide the follow up action using the 'What do to if you have concerns about a child' flow chart (*page 4/page 5*)
- Timely, accurate recording of every episode/incident/concern/activity/actions will be made **including telephone calls to other professionals**. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from Children's Social Care, Safeguarding in Education Team or the Local Area Designated Officer (LADO), whenever necessary.

## **5.3 WORKING WITH PARENTS/CARERS**

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

- 5.3.2 In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised
- 5.3.3 We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations
- 5.3.4 We will inform, and gain consent from parents/carers if possible, if a referral is to be made to Children's Social Care or any other agency **unless it is believed that by doing so would put the child at risk** e.g. in cases of suspected sexual abuse. We will record the reasons if consent is not gained
- 5.3.5 In such cases the DSL/Head of School will seek advice from Children's Social Care Advice and Guidance Service (AGS)

#### **5.4 MULTI-AGENCY WORKING**

- 5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues
- 5.4.2 We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate
- 5.4.3 We will notify the named Social Worker if:
  - A child subject to a child protection plan is at risk of permanent exclusion
  - There is an unexplained absence of a child who is subject to a child protection plan
  - It has been agreed as part of any child protection plan or core group plan.
  - We receive an Operation Encompass notification and believe the social worker may not be aware of the circumstances

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

#### **5.5 CONFIDENTIALITY & INFORMATION SHARING**

- 5.5.1 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role
- 5.5.2 Information about children will only be shared with other members of staff on a need-to-know basis

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

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

5.5.5 We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSiE 2)

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

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

5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. The DSL will attend meetings in person or virtually during school holidays where possible or send a report from school

5.6.3 Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up to date proforma to the Chair within the required timescales, at least 48 hours before the meeting

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

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

5.6.3 All relevant staff will be confident in using the tools which are part of Social Care's refreshed approach.

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

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

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

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

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

Where staff have conversations with a child who discloses abuse, they follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- never ask a child if they are being abused
- make a record of the discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- never undress a child to physically examine them
- allow time and provide a safe haven / quiet area for future support
- at no time promise confidentiality to a child or adult
- all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe
- where abuse has occurred online or outside of the school it will not be downplayed and will be treated equally seriously

Staff are aware that they should not question the child; other than to respond with **TED**:

- **Tell me what you mean by that,**
- **Explain what you mean by that,**
- **Describe that.**

Staff will observe and listen, but do not probe/ask any leading questions. The Designated Safeguarding Lead will obtain key information and agree relevant actions after making a timely assessment of the information.

## 5.8 LEARNING FROM SERIOUS CASES

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

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

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

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

## 6. THE CURRICULUM

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

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

- 6.4 All children know that there are adults in our school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Posters are displayed around school with photographs of the key individuals (DSL/DDSL) they can talk to.
- 6.5 Children are encouraged to contribute to the development of policies through annual pupil surveys, work with different pupil groups (Pupil Parliament) and through PSHE Curriculum.
- 6.6 Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children.
- 6.7 We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life
- 6.8 We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment

## **7 . DIGITAL SAFEGUARDING**

- 7.1 Digital safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school approach empowers us to protect and educate pupils/students and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The purpose of Internet use in our school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- 7.2 The checklist to ensure compliance with Filtering and Monitoring standards is included as Appendix B
- 7.3 We consider the 4C areas of risk (content, contact, conduct and commerce) to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.
- 7.4 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.
- 7.5 Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in our acceptable use policy, but in summary:

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision and in accordance with the school's acceptable use policy. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with [school policy](#). Children/young people are not permitted to directly access items that do not belong to the school, without appropriate risk assessments and permission being sought. If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Head of School or DSL will be informed immediately and the steps laid out in [Sexting In Schools](#) and or [When to call the police- guidance for schools and colleges](#) may be applied.

- 7.6 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. These are set out in the Laurus Trust [Online Safety Policy](#). Our staff are aware of our systems and their individual responsibilities and roles.
- 7.6 We ensure our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility
- 7.7 We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness in ensuring cyber resilience in our school.
- 7.8 We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children.
- 7.9 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. The staff also have a Code of Conduct which is reviewed annually.
- 7.10 We will complete online safety audits as appropriate to our needs and know where to access recommended models.
- 7.11 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home.
- 7.12 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.

7.13 As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSiE,2)

### **Use of mobile phones**

Mobile phones have a place in settings, especially on outings when they are often the only means of contact available to settings and can be helpful in ensuring children are kept safe.

We will:

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children. • Ensure all mobile phone use is open to scrutiny
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and understand how to avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential
- Adhere to the school policy on the recording of images and the use of equipment. Guidance can be found in the school's Acceptable Use of Technology policy

### Work mobile phones

- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential
- To protect children, we will ensure that the work mobile: • Is only used by allocated people
- Is protected with a password/ PIN and clearly labelled
- Is stored securely when not in use
- Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas

- If used for taking photographs, the images are deleted regularly and are taken in line with prior written parent/carer permission.

#### Personal mobile phones

To protect children, we will ensure that personal mobiles:

- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential
- Are stored securely in staff only access area and will be switched off whilst staff are on duty
- Are not used to take pictures of the children attending the setting or that images are not shared
- Will not be used to take photographs, video or audio recordings in our setting
- Are not used to contact parents or children – any exception will only be by agreement with the SLT

Visitors are not permitted to use mobile phones or other camera/ internet enabled devices without the express permission of the Head of School.

## 8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance, KCSiE and the LA model policy for Safer Recruitment (Appendices A & D)
- 8.2 Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school/college. These measures are outlined below and expanded in our Safer Recruitment Policy.
  - All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.
  - Our job adverts will include safeguarding requirements and the schools /colleges commitment to safeguarding and promoting the welfare of children
  - Our job adverts will make clear that safeguarding checks will be undertaken, including online checks for shortlisted candidates

- We understand the process around filtering offences
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form.
- Shortlisted applicants will be asked to complete a self -declaration of their criminal record or information that would make them unsuitable to work with children
- Applicants must sign a declaration confirming information given is true
- References are obtained by the school/college before interview and open references are not acceptable
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
- We will investigate at interview if any concerns have come to light about the candidate through the self-declaration or online checks.
- We involve pupils/students in the process in a meaningful way
- All information in the decision-making process is recorded along with the decisions made
- Correct pre-employment checks are carried out and appropriately stored on the single central record
- We understand and complete appropriate processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate
- We understand the check which needs to be made for individuals who have lived or worked outside the UK
- We adhere to duties which must be performed in relation to agency and third party staff, contractors, trainees or student teachers, visitors and volunteers
- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos

8.3 The Head of School and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate.

- Our school is not currently used for non-school activities, if it was we ensure that arrangements are made to keep the children safe through our letting

contracts. We specify that we expect providers to meet the guidance in [Keeping Children Safe in Out of School Settings \(KCSIE, 2.169\)](#).

- If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if relevant (KCSIE, Part 4)

8.4 The school maintains a single central record of all recruitment checks, updated and monitored at least termly, by senior leadership and governor.

8.5 The Governing Body will determine the frequency and need for renewal of DBS for existing staff. (It is considered good practice to renew the DBS for all staff every three years, in line with MCC local policy).

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

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

8.8 We will not routinely keep copies of DBS certificates, either electronically or in paper files but if we have good reason to do so, these will not be kept for longer than six months

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

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

9.1 We follow the DfE guidance KCSiE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly

9.2 We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated

9.3 The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation

9.4 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'. These are outlined in our Low Level Concerns Policy

9.5 The harms threshold indicates that a person would pose a risk of harm if they have-

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behavior that may have happened outside school/college, known as transferable risk)

9.6 Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusions.

9.7 Concerns that do not meet the harm threshold may include

- Suspicions or nagging doubts about a member of staff
- Complaints
- Disclosures made by child, parent/carer or another adult within or outside of school/college
- Inappropriate conduct outside of work
- Those raised during recruitment and vetting processes

9.8 Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimising the risk of abuse

9.9 Although low level concerns may not meet the harm threshold, they are not insignificant.

9.10 All low level concerns are reported to the headteacher/principal and may also be self-referred (*KCSiE provides further clarity on processes- 430-436*)

9.11 Our Low Level Concerns Policy details the processes and conclusion of low level concerns and guidance about including information in references.

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

9.13 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. The whistleblowing policy is distributed to all staff during induction and is available in staffrooms and on our Laurus Trust Policy Page.

9.14 Historic allegations will be referred to the police.

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

- 10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised. This includes controlled access to our premises such as; undertaking appropriate checks, signing visitors in and out and issuing guidance on acceptable conduct on site
- 10.2 We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- 10.3 All visitors, including visiting speakers, are subject to our safeguarding protocols while on site. We will undertake an assessment of the education value, age appropriateness and content of the visitors itinerary.
- 10.4 Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check
- 10.5 We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contacts between school/college and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.
- 10.6 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- 10.7 When the school is let, if services or activities are provided by the governing body or proprietor, under the direct supervision or management of school staff, the school arrangements for child protection will apply.
- 10.8 When the school is let and services or activities are provided by another body, we seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school/college on these matters where appropriate
- 10.9 Should we receive an allegation relating to an incident that happened when an individual or organisation were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO.
- 10.10 Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school premises – failure to comply with this will lead to termination of the agreement.

10.11 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. The Visiting Speakers Protocol should be read in conjunction with the School's Safeguarding and Child Protection Policy. It details that the protocols are for the Visiting Speaker Form to be completed ahead of the visit, which requires details about the information being shared with pupils to ensure it is appropriate to the age and maturity of the pupils to be in attendance and does not undermine British values or the ethos and values of the School. This is agreed between the school and the visiting speaker. Visitors to provide photo ID upon arrival at School, the School Operations Coordinator should check this and verify the Speaker's identity. The visiting speakers are to be accompanied at all times and are not to be left unsupervised with students at any point. In the unlikely event that the talk/presentation does not meet with the requirements of the Guidelines for Visiting Speakers, School staff have the right and responsibility to interrupt and/or stop a presentation. Staff must refuse to allow people/organisations to use school premises if they have links to extreme groups or movements. Justification of the school's decision will be provided to the person/organisation in writing

10.12 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.

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

10.14 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.

10.15 We have a Health & Safety policy, which details contacting key individuals.

10.16 We have read and considered the MCC/One Education Critical Incident guidance, the DfE Emergency planning and response for education, childcare and children's social care settings and School and College Security GOV.UK and we have a Critical Incident policy in place.

## **11. COMPLEX SAFEGUARDING**

### **Serious violence**

- 11.1. We are aware of the indicators and risk factors which may signal that children are at risk from, or are involved with serious violent crime
- 11.2. We will support referrals to Engage panels by providing information about concerns and worries for children involved in ASB and on the edge of criminality, including whether interventions have already been put in place and their success or not.

### **Child Criminal Exploitation and Child Sexual Exploitation**

- 11.2.1 Children's Social Care will refer cases of child exploitation, criminal or sexual, to the Complex Safeguarding Hub and we will contact the professionals' advice line for further support to hasten this process or seek guidance, as appropriate.
- 11.2.2 We understand that schools are one of many locations where children can be targeted and recruited into county lines and recognise additional specific indicators that may be present when a child is criminally exploited through involvement in county lines. (*KCSiE, Annex B*)
- 11.2.3 We are aware of the significantly low numbers of reported CCE/CSE cases for girls locally and remain vigilant in recognising the signs of involvement for both boys and girls
- 11.2.4 We are mindful of the language and descriptors used when discussing or referring CCE and CSE instances and avoid all victim blaming language.
- 11.2.5 We consider the use of the term 'gang' and only apply it to Organised Crime Gangs, not urban or street groups, although our children may perceive that they belong to, or associate with, a named 'gang'.
- 11.2.6 We will seek help, support or recommendations from statutory partners with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term.
- 11.2.7 We are familiar with My Safety Planning approach for Child protection in extra-familial harm circumstances

## **APPENDICES:**

### **A: School Specific**



**ALL STAFF AND VOLUNTEERS IN OUR SCHOOL ARE COMMITTED TO  
SAFEGUARDING ALL OUR CHILDREN**

We will work to:

- Provide a safe environment for our children
- Support children and families using early intervention strategies
- Notice and take appropriate action to help any of our children who are either at risk of, or are suffering from, significant harm.

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor (in the event of an allegation against the Head of School)
 <b>Mrs Heleyna Thompson</b> Head of School	 <b>Miss Sarah Hopkins</b> Reception Teacher	 <b>Freya Booth</b> <a href="mailto:freya.booth@laurustrust.co.uk">freya.booth@laurustrust.co.uk</a>

If you have any concerns about the welfare of any of our children our can report them to the above-named persons.

Staff and volunteers must record their concerns on:

- CPOMS and alert the Safeguarding Team
- Or if this is unavailable / cannot be accessed, a note of concern form with a physical injury / body map should be completed and passed to the Designated Safeguarding Lead at the earliest opportunity

**Further advice and guidance can also be sought from:**

**Manchester Safeguarding Partnership**

Telephone – 0161 234 5001

Email – [mcsreply@manchester.gov.uk](mailto:mcsreply@manchester.gov.uk)



**Manchester City Council Safeguarding in Education Team**

Telephone – 0161 245 7171

Email – [safeguardingedu@manchester.gov.uk](mailto:safeguardingedu@manchester.gov.uk)

**Social Care Advice & Guidance Service**

Telephone – 0161 234 5001

**NSPCC**

Telephone – 0808 800 5000

## Safeguarding Protocol

All adults in school must read and adhere to the Laurus Trust Safeguarding Policy and to this Crown Street Primary Procedure, both of which are available on [www.crownstreetprimary.org.uk](http://www.crownstreetprimary.org.uk)



### At Crown Street Primary you must:

1. Show respect to all children, staff and members of the school community
2. Wear a clearly visible identity lanyard at all times when on the school premises
3. Refrain from taking any photographs or images without consent
4. Avoid being left alone with a child or children
5. Follow School Safeguarding Procedures at all times

The names personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor (in the event of an allegation against the Head of School)
 Mrs Heleyna Thompson Head of School	 Miss Sarah Hopkins Reception Teacher	 Freya Booth freya.booth@laurustrust.co.uk

What to do if you have a safeguarding concern or a child discloses information to you:

### Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D):  
*Tell me what you mean by that? Explain that to me, Describe that....*

### Reassure

- Stay calm, tell the young person that they have done the right thing in telling you
- Reassure them they are not to blame
- Do not promise confidentiality, explain who needs to know
- Explain what you will do next
- Be honest about what you can do

### Record

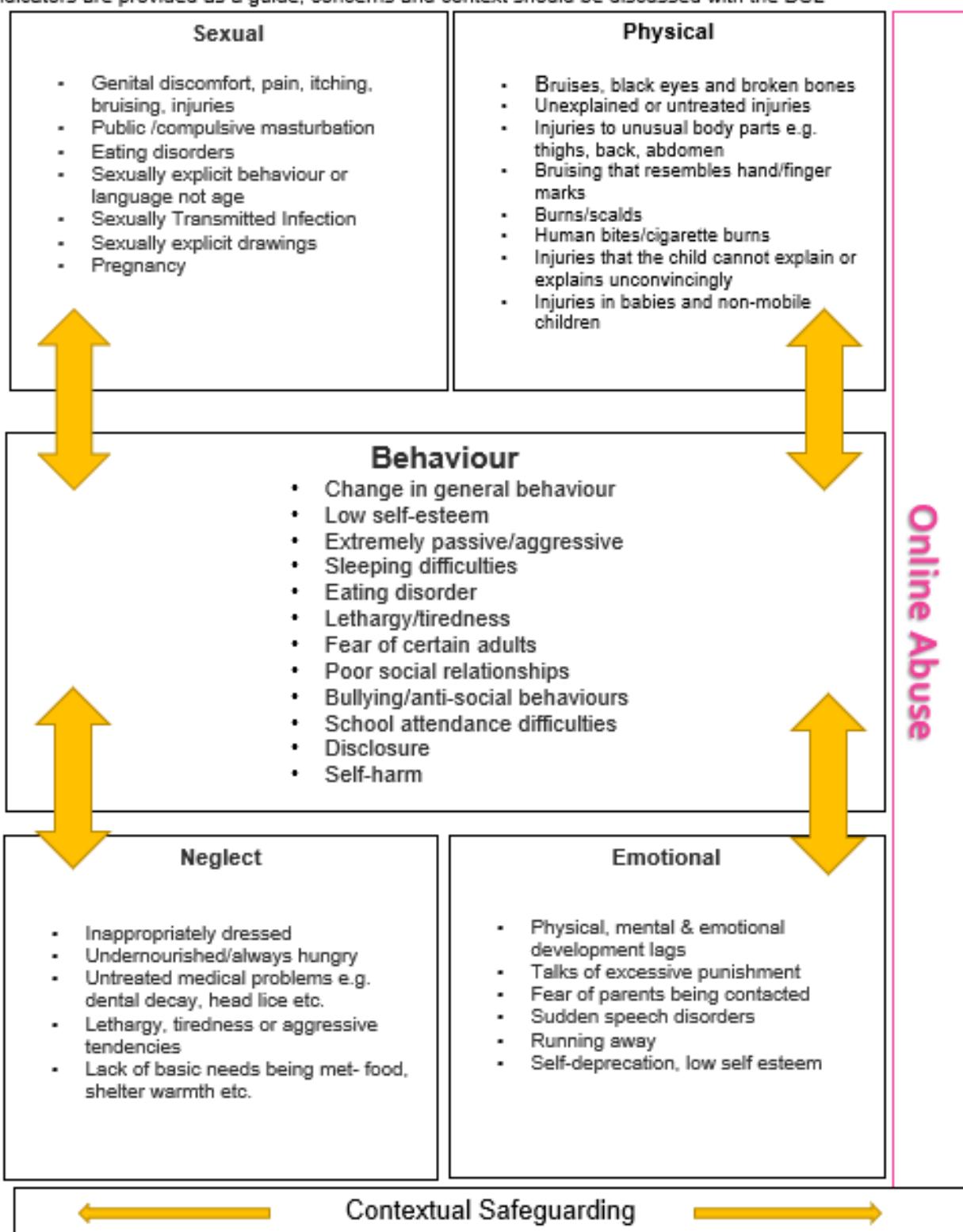
- Inform the Designated Safeguarding Lead (DSL) or Deputy (DDSL) as soon as possible ensuring it is before the end of the school day
  - If neither are on site and you are unable to contact them by telephone, then a call should be made to Manchester Safeguarding Partnership on 0161 234 5001
- Complete a record of an incident in CPOMS and alert the Safeguarding Team. In the event you are unable to access CPOMS, a paper record should be made and passed to the DSL at the earliest opportunity. This should note:
  - The date, time, what was done, who did it, where it took place - use child's own words
  - Make an accurate record of what was said or seen
  - Whether the child was seen/spoken to
  - Whether information is fact/ professional judgement
  - Full names and roles/status of anyone identified in the report
  - Avoid acronyms/jargon/abbreviations
  - Sign the record with a legible signature
  - The DSL will assess the situation and decide on the next steps

Print Name ..... Sign ..... Date .....

## B: Possible Indicators of Abuse

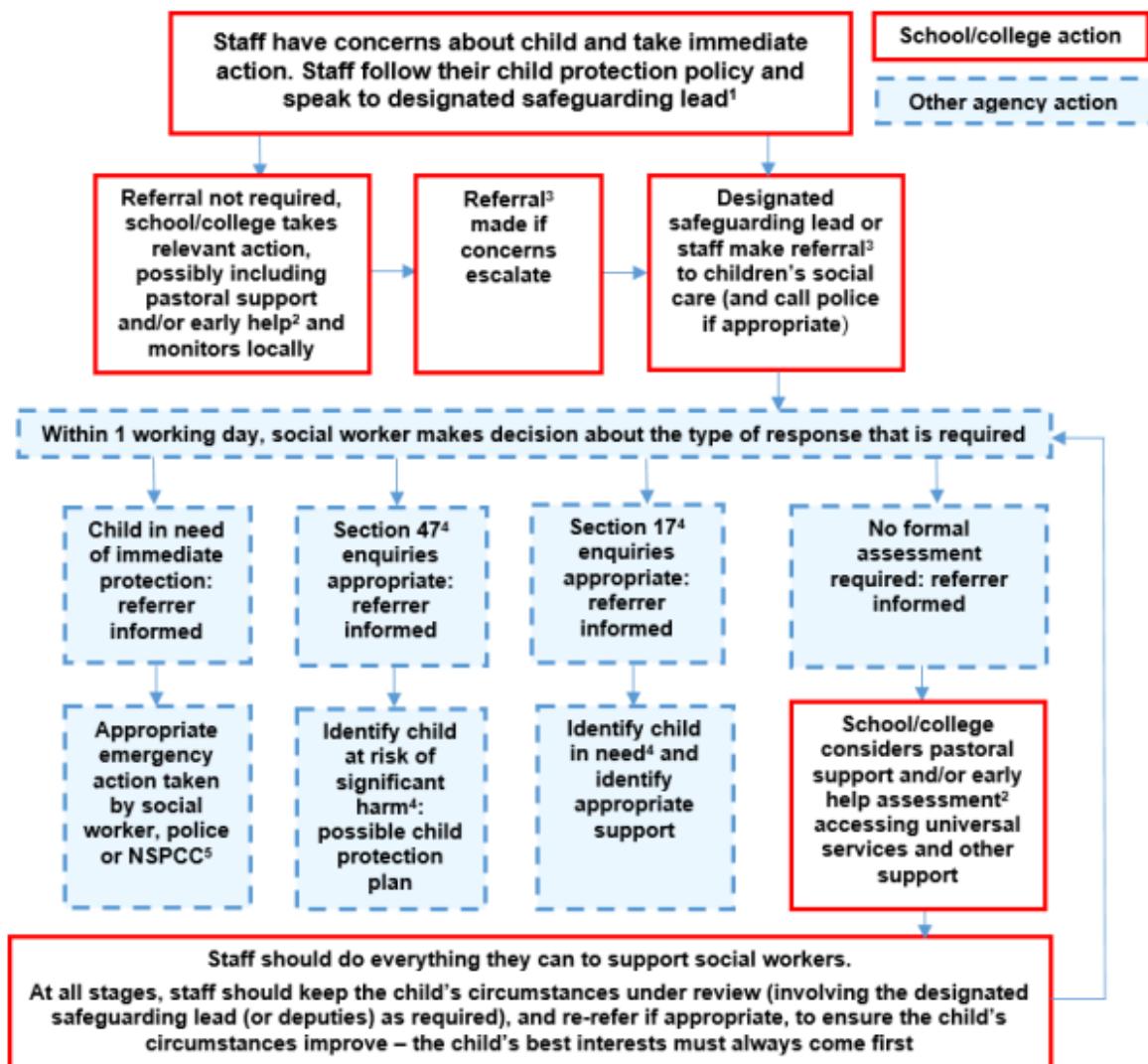
### Possible indicators of abuse

Indicators are provided as a guide, concerns and context should be discussed with the DSL

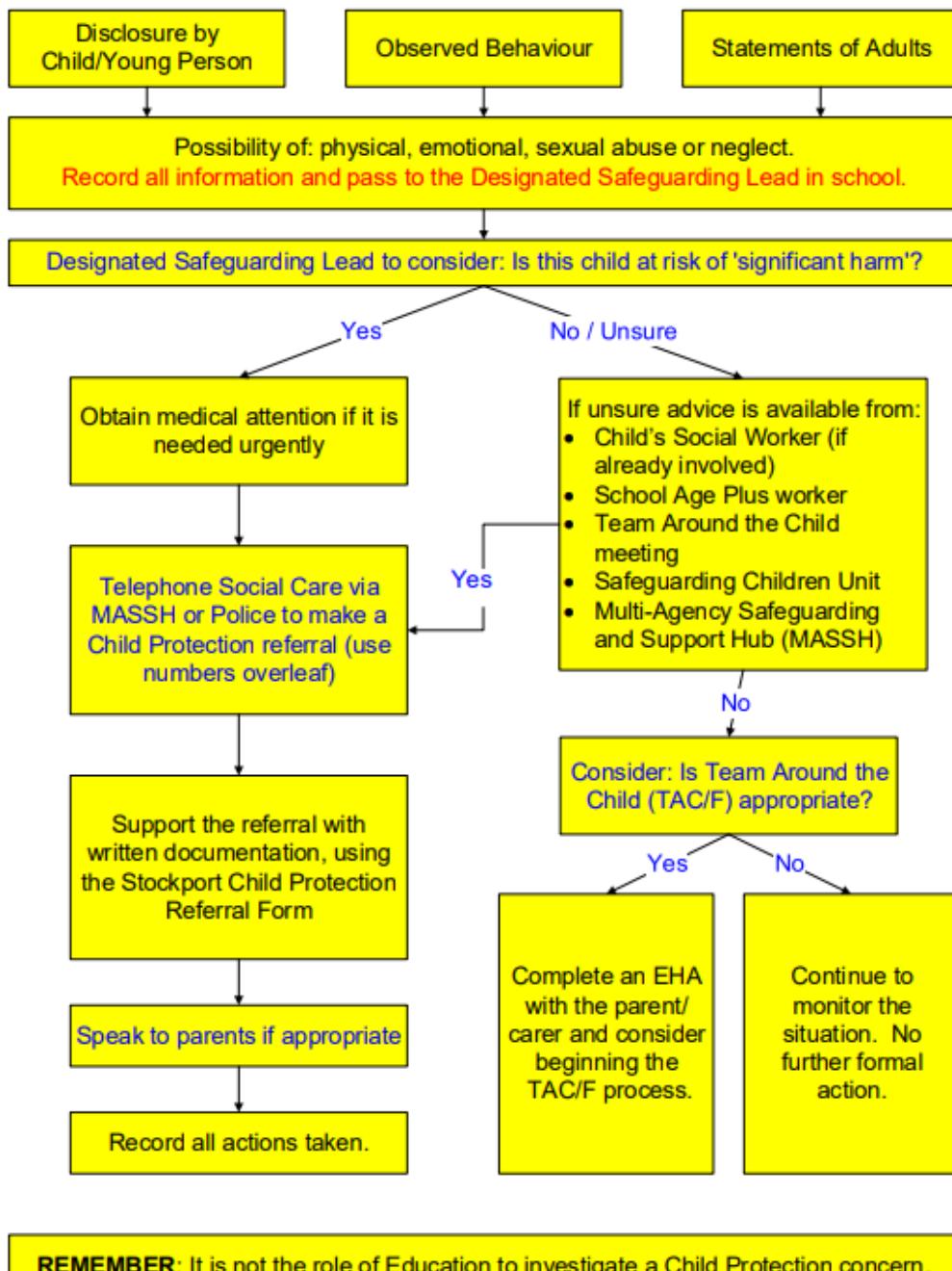


## C: What to do if you have concerns about a child

### Actions where there are concerns about a child



What to do if you are concerned that a child/young person is being abused (flowchart for Education)



**REMEMBER:** It is not the role of Education to investigate a Child Protection concern.  
Report the information you have and Social Care and/or the Police will investigate.

## **What to do if you are concerned that a child/young person is being abused**

### **INFORMATION YOU MAY BE ASKED TO PROVIDE**

When you make a referral to 'Advice & Guidance Service' (Children's Services) or to the police, you should provide as much of the following information as possible:

- Child's name, date of birth, address, telephone number and ethnic origin;
- Family details - who lives in the home - and any other significant adults;
- What is causing concern and the evidence that you have gathered to support your concerns;
- Any additional needs the child and/or family may have including language, disability and communication;
- Clarification of discussion with any family members if a discussion has been appropriate;
- Clarification of any ongoing assistance that you are giving to the family;
- Your name, workplace and contact telephone number.

All Child Protection referral phone calls made to the Advice and Guidance Service (AGS) should be recorded in writing.

### **Remember- Anyone in school can make a child protection referral**

### **INFORMATION &TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL**

Children's Services- child protection referral

- The Advice & Guidance Service (AGS) (0161) 234 5001
- Greater Manchester Police tel:101 (non- emergency) 999 emergency

Advice is available from:

- Child's Social Worker (if already involved)
- Early Help Hub Central (0161) 234 1975 OR via email [earlyhelpcentral@manchester.gov.uk](mailto:earlyhelpcentral@manchester.gov.uk)

The Advice & Guidance Service (AGS) (0161) 234 5001

## Guide to making a report regarding a Child Protection concern

### A step-by-step guide to making a report regarding a Child Protection concern

1. Responding to concerns	2. Forming a belief on reasonable grounds	3. Submitting a request for Early Help Support	4. Make a report to Manchester Children's Services
<p><b>Protective concerns</b> You are concerned about a child because you have:</p> <ul style="list-style-type: none"> <li>• received a disclosure from a child about abuse or neglect</li> <li>• observed indicators of abuse or neglect</li> </ul>	<p><b>At all times remember to:</b></p> <ul style="list-style-type: none"> <li>• record your observations</li> <li>• follow appropriate protocols – Safeguarding Policy and the Responding to a CP concern leaflet displayed in school</li> <li>• consult notes and records</li> <li>• consult with appropriate colleagues and other support agencies, if necessary</li> </ul>	<p><b>1. If your concerns relate to a child in need of immediate protection; or you have formed a belief that a child is at significant risk of harm</b> <i>*refer to definitions of abuse.</i> <b>Go to Step 4</b></p> <p><b>2. If you have significant concerns that a child and their family need a referral to Early Help for family services.</b> <b>Go to Step 3</b></p> <p><b>3. In all other situations</b> <b>Go to Step 2</b></p>	<p><b>1. Consider the level of immediate danger to the child. Ask yourself:</b></p> <p>a) Have I formed a belief that the child has suffered or is at risk of suffering significant harm?</p> <p><b>YES / NO</b></p> <p>and</p> <p>b) Am I in doubt about the child's safety and the parent's ability to protect the child?</p> <p><b>YES / NO</b></p> <p>2. If you answered yes to a) or b) <b>Go to Step 4</b></p> <p>3. If you have significant concerns that a child and their family need a referral to Child FIRST for family services. <b>Go to Step 3</b></p> <p><b>1. Log an incident on CPOMS requesting support under the Early Help Strategy *refer to Early Help Guidance or Level of Need Framework</b> <a href="https://hsm.manchester.gov.uk/">https://hsm.manchester.gov.uk/</a></p> <p><b>2. Gather information regarding What is Working Well and What Are We Worried About</b></p> <p><b>3. The EHA request will be considered at Panel and allocated to a Bridgelea Early Help Practitioner* this process is facilitated by the DSL and Team Manager of the Early Help Hub</b></p>

## D: The LADO

### The LADO

#### Greater Manchester procedures online- Allegation management Allegations against Professionals (MSP)

The process of managing allegations starts where information comes to the attention of a manager which suggests that an adult working with children may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children.

Concerns or allegations about the behaviour of an adult may be brought to the attention of a manager in a variety of ways. For example:

- An allegation made directly by a child or parent;
- An allegation made by a colleague or member of staff;
- Information from police or local authority social care team;
- Information from a third party or the general public;
- Information disclosed anonymously or online; or
- Concerns generated through an employment relationship.

The procedures allow for consideration of the adult's behaviour at the earliest opportunity when a concern or allegation arises and is brought to the manager/employer's attention.

#### **When to contact the Local Authority Designated Officer (LADO)**

It is important to ensure that even apparently less serious allegations are seen to be followed up, and that they are examined objectively by someone independent of the organisation concerned.

Discussion should always take place between the employer and the LADO when the concern or allegation meets the criteria. Some examples of this may be where an individual has:

- Contravened or has continued to contravene any safe practice guidance given by his/her organisation or regulatory body;
- Exploited or abused a position of power;
- Acted in an irresponsible manner which any reasonable person would find alarming or questionable given the nature of work undertaken;
- Demonstrated a failure to understand or appreciate how his or her own actions or those of others could adversely impact upon the safety and well-being of a child;
- Demonstrated an inability to make sound professional judgements which safeguard the welfare of children;
- Failed to follow adequately policy or procedures relating to safeguarding and promoting the welfare of children;
- Failed to understand or recognise the need for clear personal and professional boundaries
- Behaved in a way in her or her personal life which could put children at risk of harm;
- Become the subject of criminal proceedings not relating to a child;
- Become subject to enquiries under local child protection procedures and/or child subject to Child Protection Plan;
- Behaved in a way which seriously undermines the trust and confidence placed in him or her by the employer.

**Colleagues with concerns can contact the LADO on 0161 234 1214**

## **E: The Role of the Designated Safeguarding Lead**

### **MANAGING REFERRALS**

Refer all safeguarding cases, including Early Help, through the relevant routes and/or to the Police if a crime may have been committed.

Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

Escalate inter-agency concerns and disagreements about a child's wellbeing.

Have responsibility to ensure there is at least one key adult for 'Operation Encompass\*' and the point of contact for Child Exploitation. \*Guiding principles of the scheme are here <https://www.operationencompass.org/school/college-participation>.

To ensure that the Local Authority are notified if children are persistently absent or missing from education

## **RECORD KEEPING:**

Keep accurate and up to date records of safeguarding and welfare concerns and ensure a file separate from the student record is created as necessary for children with safeguarding concerns. Ensure the confidentiality of these records.

National guidance suggests school/colleges should have at least two emergency contacts for every child in the school/college in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2023) . We will contact parents/carers termly to ensure information is up to date.

Maintain a chronology of significant incidents for each child with safeguarding concerns.

When a child leaves our school/college, the Designated Safeguarding Lead will make contact with the Designated Safeguarding Lead at the new school/college and will ensure that the safeguarding file is forwarded to the receiving school/college within five working days. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school/college and/or evidence of recorded delivery. Where a parent elects to remove their child from the school/college roll to home educate, the school/college will make arrangements Archive these records in accords with the schedule of retention.

We will continue to support any student leaving the school/college about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the student's new school/college as a matter of priority.

## **INTER-AGENCY WORKING AND INFORMATION SHARING:**

Co-operate and comply with Children's Social Care for enquiries under section 47 of the Children Act 1989.

Promote an understanding of our lawful duty in line with the Data Protection Act 2018 and GDPR, including an awareness these do not prevent, or limit, the sharing of information for the purposes of keeping children safe; and this includes allowing practitioners to share information without consent (Keeping Children Safe in Education 2023) where appropriate.

Complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

The school/college's information sharing policy refers to confidentiality in line with 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018). [https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info\\_sharing\\_advice\\_content\\_May\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf)

## **TRAINING:**

Undertake appropriate training, and access to updates and networks in order to:

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- understand the assessment process for providing early help and intervention, e.g. MSP levels of need

- have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, vulnerable to exploitation, racialisation and subject to listening or hearing to domestic abuse.

Ensure (as directed) each member of staff has read and understands the school/college's safeguarding policy and procedures, including providing induction on these matters to new staff members. Induction and training must include the school/college's behaviour policy and the school/college's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy, dealing with disclosures and managing allegations processes.

Organise face-to-face whole-school/college Safeguarding training for all staff members at least annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another school/college's training. The DSL must provide all staff members with safeguarding updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Ensure staff are aware of systems within school/college which support safeguarding, explaining these as part of staff induction.

This should include the:

- child protection policy
- behaviour policy
- staff behaviour policy (sometimes called a code of conduct)
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of the KCSIE 2023 document should be provided to staff at induction (Keeping Children Safe in Education 2023) For staff who don't work directly with children on a regular basis the condensed version of part 1 (annex A) can also be accessed.

Best practice would also see staff and leaders reading - 'What to do if you're worried a child is being abused', as it contains examples of the different types of safeguarding issues.

Ensure the school/college allocates time and resources every year for relevant staff members to attend training and receive continuous professional development opportunities.

Encourage and secure a culture of listening to children and taking account of their wishes and feelings in any action the school/college takes to protect them.

Maintain accurate records of staff recruitment, induction, ongoing training and continual professional development (CPD) relating to safeguarding.

### **AWARENESS RAISING:**

Ensure the school/college's child protection policies are known, understood and used appropriately.

Ensure the school/college's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school/college or college in this; and

Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements. (KCSIE 2023)

### **QUALITY ASSURANCE:**

Monitor the implementation of and compliance with policy and procedures, including periodic audits of safeguarding and welfare concerns files (at a minimum once a year).

Complete an audit of the school/college's safeguarding arrangements at frequencies specified by the Manchester Safeguarding Partnership

Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

Take lead responsibility for remedying any deficiencies and weaknesses identified in safeguarding arrangements.

### **SUPERVISION AND REFLECTION:**

The school/college will have a framework for providing an opportunity to staff who are working directly with vulnerable young people, particularly those who are being managed on a child protection, child in need or team around the family plan, to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case.

#### **Information for the DSL**

#### **DISCUSSING CONCERNs WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL)**

In general, you should always discuss any concerns the school/college may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

If you make a decision not to discuss your concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for your decision.

It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centred and their own words when possible.

When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.

How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Integrated Front Door or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality. It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Advice and Guidance

Service, unless you consider that this would place the child at increased risk of significant harm.

You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you should inform the staff at the Advice & Guidance when making your referral.

If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.

When you make your referral, you should be clear with Advice & Guidance colleagues what the child and parents will be told, by whom and when.

The DSL has responsibility for managing and overseeing child protection referrals. 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 must take responsibility by 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.

The DSL must ensure staff understand this and are able to act accordingly.

### **Child on Child Abuse including Sexual Violence and Harassment**

All staff must be aware safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, harassment and sexting. Staff should be clear as to the school/college or college's policy and procedures with regards to child-on-child abuse; and on how the risk of child-on-child abuse is being minimised, how suspected abuse will be recorded and investigated; as well as how the victims and perpetrators will be supported. More support can be found: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-foreducation-settings-working-with-children-and-young-people>

It is important that school/colleges record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own school/colleges and make appropriate plans to reduce it.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school/college's pastoral system. **It is important that all staff new or otherwise, have input on these matters at least annually.**

A bespoke helpline for children and young people who've experienced abuse at school/college, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## F: Key Legislation & National Guidance

### Keeping Children Safe in Education (KCSIE, 2025)

Specific guidance for educational settings - relevant sections to be read and understood by all staff and volunteers as deemed appropriate. It signposts to key legislation as well as signposting to useful organisations and resources.

### Ofsted – School Inspection Toolkit

### Working Together to Safeguard Children (2023)

### Prevent Duty Guidance (HM Government) (2023)

### FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74

Serious Crime Act 2015

Domestic Abuse Act 2021

Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)

DFE Statutory Policies for Schools

### DFE Children Missing Education, Stat Guidance

### Children Missing in Education - SCIE

### DFE Designated Teacher for LAC Guidance

### DFE Supervision of Regulated Activity

### Alternative Provision, Stat guidance

Teachers' Standards

Governors' Handbook

### 'Listening to & involving children & young people', statutory guidance

Health & Safety Legislation

Equality Act

Filtering and Monitoring standards <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

### What to do if you are worried a child is being abused (2015)

### Statutory Framework for the Early Years Foundation Stage

### Early Years Foundation Stage Nutrition Guidance

### Greater Manchester Safeguarding Policies and Procedures

### Preventing and tackling bullying advice (2017)

### Guidance for safer working practice for staff working in education settings (2022)

### Behaviour in schools: advice for Headteachers and Staff (2024)

## G: Other Government & National Guidance

DFE 'What to do if you are worried a child is being abused - Advice for practitioners'

'Safer Working Practices'

DFE National Standards of Excellence for Headteachers,

DFE 'Use of Reasonable Force in Schools',

United Nations Convention on the Rights of the Child, Article 2,3 6 & 12

NSPCC Whistleblowing AdviceLine

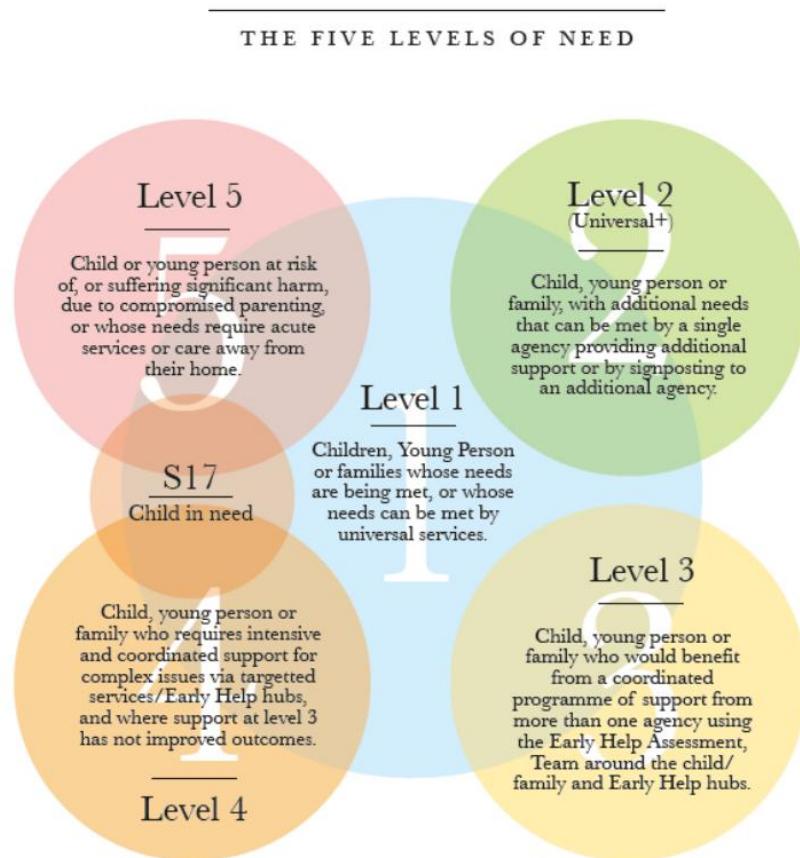
DfE Promoting the education of children with a social worker -Virtual

School Head role extension June 2021

NPCC 'When to call the police'

## H: Local Policies & Guidance (MCC, MSP & GM)

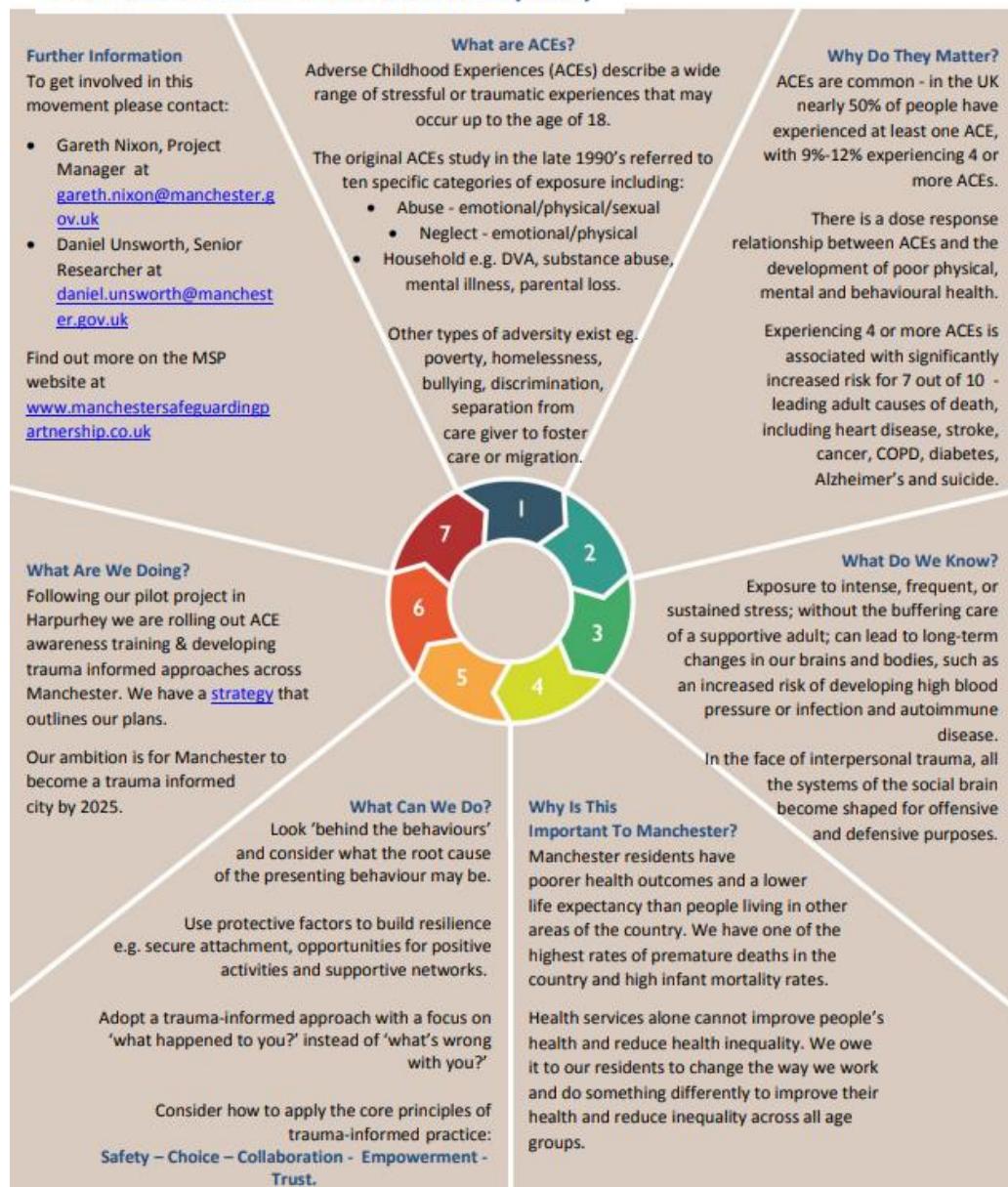
**Manchester City Council's Levels of Need**



## Manchester Safeguarding Partnership – 7 Minute Briefing Adverse Childhood Experiences (ACEs)

MANCHESTER SAFEGUARDING PARTNERSHIP  
**ADVERSE CHILDHOOD EXPERIENCES (ACEs)**

## 7-MINUTE BRIEFING



Manchester Safeguarding  
Partnership

More information can be found on our website at [www.manchestersafeguardingpartnership.co.uk](http://www.manchestersafeguardingpartnership.co.uk)

Contact us at [manchestersafeguardingpartnership@manchester.gov.uk](mailto:manchestersafeguardingpartnership@manchester.gov.uk)

Links to:-

[Greater Manchester Safeguarding Procedures](#)

[MSP Multi-agency Levels of Need & Response Framework,](#)

- Right Intervention – Right Time

[MSP Learning From Serious Case Reviews](#)

[MSP on Sexual Harassment](#)

[Child-on-child Sexual Abuse and Harassment](#)

[Female Genital Mutilation Multi-Agency Protocol](#)

[Female Genital Mutilation Greater Manchester Pathway](#)

[Greater Manchester Project Phoenix \(action against child sexual exploitation\)](#)

[GM Weapons Carrying Guidance](#)

[Serious Violence Action Plan](#)

[Early Help Assessment Journey](#)

[Signs of Safety Strategy, Guidance & Resources](#)

[Our Manchester, Our Children](#)

[Thriving Families Service](#)

[National Police Chiefs' Guidance](#)

**Manchester City Council Schools Hub:**

- ‘Safeguarding’ model policy & guidance
- ‘Safer Recruitment’ model policy
- Safeguarding Children with SEND
- Manchester Governors’ Handbook MCC
- Attendance Guidance
- CME Guidance
- Inclusion Strategy
- Anxiety Based School Avoidance Guidance
- Weapon Carrying in Schools and Colleges Guidance
- MCC Elective Home Education Policy
- MCC Alternative Provision guidance and approved provider list

[UKIS Governors' Guidance for Online Safety](#)

## I: Other Relevant School Policies, Guidance & Procedures

- [Laurus Trust Safeguarding Policy](#)
- [Laurus Trust Online Safety Policy](#)
- [Laurus Trust Whistleblowing Policy](#)
- [Laurus Trust Primary Relationships and Sex Education \(RSE\) Policy](#)
- [Laurus Trust Primaries Attendance Policy](#)
- [Crown Street Primary Attendance Policy](#)
- [Staff Code of Conduct](#)
- [Acceptable use of Technology Policy](#)
- [Health and Safety Policy](#)
- [Restrictive Physical Intervention Policy](#)
- [Equality Policy](#)
- [IT and Cyber Security Acceptable Use Policy](#)
- [Online Safety Policy](#)
- [SEND Policy](#)
- [Looked After Children Policy](#)
- [Behaviour and Anti-Bullying Policy](#)
- [Exclusion Policy](#)
- [First Aid Policy](#)
- [Medical Conditions Policy](#)
- [Visiting Speakers Protocol](#)

## J: Definitions of Abuse & Neglect

**Definitions of Abuse & Neglect from 'Working Together to Safeguard Children' (updated 2018)**

### **Significant Harm**

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

### **Physical Abuse**

Physical abuse 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 an illness in a child.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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, though it may occur alone.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Neglect**

Neglect 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.

Neglect may occur during pregnancy as a result of maternal substance abuse for example. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **OTHER SPECIFIC SAFEGUARDING ISSUES**

**Domestic abuse/violence:** In our school we believe that all our students have the right to be safe at school and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. Where we are concerned that domestic abuse or violence is present in the home we will follow our safeguarding and domestic abuse processes. If school is made aware of any domestic violence issues, we would signpost to the appropriate agency. We are an Operation Encompass School. We receive information from the Police informing us of domestic abuse incidents relating to the circumstances of children and young people on our roll. Based on the information received our trained staff will make informed decisions on how best to support children and their families.

**So Called Honour Based Violence (HBV) including Forced Marriage (FM):** Our staff have been trained to understand so called honour based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

As a school we would never attempt to intervene directly; where this is suspected, nor would we speak to parents before sharing our concerns with appropriate agencies.

**Female Genital Mutilation (FGM):** All Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have

been made aware of potential indicators that a child or young person may be at risk of FGM and will act accordingly on any concerns or disclosures. We will also follow national guidance on mandatory reporting requirements.

**Breast Ironing:** Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts. Where such abuse is suspected or disclosed staff will follow safeguarding and child protection systems.

**The criminal exploitation of children:** The criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation." Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes. In addition to Greater Manchester guidance we also refer to [Criminal exploitation of children and vulnerable adults: County Lines.](#)

### **Serious Youth Violence**

Serious youth violence (including knife crime) has a huge impact on children and the communities in which they live. It is a societal problem, and it cannot be tackled by schools or single agencies alone. In our school, we will seek to support, help and protect children on the school site, and to teach our children/young people about the dangers of weapons/knives and other related dangers. We understand that violence and knife crime do not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities. If we become aware that a child or young person is vulnerable, we will use the most appropriate interventions and pathways to address these needs such as completing an Early Help Assessment, contacting Manchester Contact Centre or support from Manchester's Violence Reduction Unit.

### **Exceptional Circumstances** (closures, partial closures, home learning):

At Crown Street Primary School, if we find that there is a need to close or partially close the school and offer home learning, we will ensure that any communication, information sharing, and the use of online learning platforms is in line with privacy and data protection requirements.

All communication with pupils, parents and carers will take place using school communication systems; for example, school email accounts, phone systems and agreed use of MS Teams.

There is an expectation that staff and pupils will engage with home learning by adhering to the principles described in our existing staff code of conduct, pupil behaviour policy and online acceptable behavior policies. Where we have issued additional guidance in

relation to online working, this will be circulated via school systems and staff will be advised accordingly.

## **K: Abbreviations**

- CiN Child in Need
- CP Child Protection
- CSC Children's Social Care
- DSL Designated Safeguarding Lead
- EH Early Help
- EHA Early Help Assessment
- GM Greater Manchester
- LADO Local Authority Designated Officer
- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board
- SOS Signs of Safety