



MANCHESTER
CITY COUNCIL



DIDSBURY
HIGH SCHOOL

POLICY NAME: Safeguarding

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DATE WRITTEN: September 2025

NEXT REVIEW: September 2026



SAFEGUARDING POLICY

School: Didsbury High School		
The Head of School who has the ultimate responsibility for safeguarding is Katie Houghton.		
KEY SCHOOL STAFF & ROLES		
Name	Role	Contact Phone Number
Alex Clayton	Designated Safeguarding Lead Deputy Head of School	0161 507 5600 ext 5642
Heather Chick	Deputy Designated Safeguarding Lead Head of Pastoral Care	0161 507 5600 ext 5619
Governor for Safeguarding	Mohamed Abadi	

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



Summary of Safeguarding Procedures

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

- Staff member/volunteer/visitor to inform Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
- Safeguarding Team review the concern and gain further information where appropriate and applicable
- School takes relevant action, including but not limited to;
 - Internal action & monitoring
 - Pastoral Support
 - Mental Health Support
 - Parent/carer involvement
 - External agency referral
 - Police
 - Children's Social Care
- A referral to Children's Social Care will be made by the school if we have concerns that a child;
 - Is suffering or likely to suffer significant harm
 - Is in need of protection
 - Is being abused or neglected

Our procedure if there is an allegation that a member of staff/volunteer/visitor has harmed a child, or that a child is a risk from a named adult is;

- Any concern or allegation is to be shared with The Head of School (Katie Houghton) or Deputy Head of School (Alex Clayton) in her absence.
- If the event of an allegation or concern relating to the Head of School - the Chair of Governors or Executive Headteacher (David Woolley) is to be informed.

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.



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1. INTRODUCTION

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

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

Our approach is child-centred.

‘Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.’ (KCSiE 2025)

Safeguarding and promoting the welfare of children is defined 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 impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes

(Working Together to Safeguarding Children, 2023)

Child protection is part of safeguarding and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm/abuse. This includes harm that occurs inside or outside the home, including online.

This policy encompasses both safeguarding and child protection.

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience. At Didsbury High School we work to the following definitions of abuse.

Abuse

A form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Harm can also include the impact of witnessing ill treatment of others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or 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, hearing or experiencing the effects of the ill-treatment of another.

It may involve serious bullying (including online 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, although it may occur alone.

Sexual abuse: 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.

Sexual abuse 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 (including via the internet).



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.
- meet a child's basic emotional needs.

There are a number of ways a child may be abused. Please refer to [Keeping Children Safe](#) in Education (2025), Part 1, Part 5 and Annexes A and B for definitions and further information about;

- Abuse & 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

Safeguarding and promoting the welfare of children and young people goes beyond implementing 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.

Didsbury High School recognises our statutory responsibility to safeguard and promote the welfare of all children. We believe that the welfare of every child is paramount and we take safeguarding very seriously. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and students) are an important part of the wider safeguarding system for children and have an essential role to play in making our school a safe and secure setting. Our students are at the centre of all we do.

We believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account. All children regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

Didsbury High School works continuously to build and maintain an effective culture of safeguarding. We seek to provide an environment within school that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Our core safeguarding principles are:

- **Prevention:** providing a positive, supportive, safe culture in school. Design, develop and deliver a curriculum to educate students on how to keep themselves safe and identify any risk/harm. Provide pastoral support for all students. Have diligent and robust safer recruitment procedures.
- **Protection:** following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- **Partnership:** to ensure timely, appropriate communications and actions are undertaken by collaborating with the right people at the right time where there are safeguarding concerns.
- **Support:** for all students, parents and staff. Where appropriate, specific interventions are required for those who may be at risk of harm

Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children December 2023' and 'Keeping Children Safe in Education 2025'. Our policy ensures that we comply with our Statutory Duties.

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

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

Our policy complements and supports other relevant school policies.

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 Governing Body

Our Governing Body have a strategic leadership responsibility for our school's safeguarding arrangements and ensure that we comply with our duties under legislation. Didsbury High School's governors understand KCSiE 2025 and ensure policies, procedures and training at Didsbury High School are effective and comply with the law at all times.

Our Governing Body ensure we facilitate a whole school approach to safeguarding, involving everyone in the school. They ensure that safeguarding, and child protection, are at the forefront and underpin all relevant aspects of process and policy development, with the best interests of the child at heart.

Our Governing Body 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 Governing Body will ensure that:-

- All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety
- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding
- A named member is identified as the designated governor for Safeguarding
- 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 governing body with appropriate information about safeguarding and will liaise with the designated member of staff. The Safeguarding Governor meets termly with the Designated Safeguarding Lead. The termly report to governors contains safeguarding information for the wider Governing Body and the DSL attends all Governor meetings to provide verbal updates and safeguarding training.
- 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 (2025) (see separate Safer Recruitment policy)
- We carry out an annual self-declaration relating to criminal convictions incurred since previous criminal record check/ Disclosure and Barring Service (DBS) check
- 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 students and contractors who are in contact with students receive appropriate training and information about the safeguarding processes. This is provided by the Designated Safeguarding Lead prior to any unsupervised contact with students takes place.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. This takes place through Safeguarding Governor visits, Trust Safeguarding Lead QA processes and cross-Trust peer review processes.
- Our governors regularly review the effectiveness of digital safeguarding arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

2.2 HEAD OF SCHOOL

Our Head Of School will ensure that the policies and procedures, adopted by the governing body or proprietor 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 Headteacher will ensure that 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 Headteacher 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.

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

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers, volunteers, visitors and contractors understand and comply with our Code of Conduct.
- We 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 coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- We 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
- 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 Local Authority as requested.
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the Local Authority to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. They 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
- Child friendly information of how to raise a concern/make a disclosure has been shared with all students. Students are aware of the safeguarding and pastoral support available in school and how to access this. They are regularly signposted to other sources of support and are aware of an anonymous reporting function via our website and/or SharePoint site.
- We co-operate fully with Manchester and Manchester Safeguarding Partnership's multi-agency safeguarding procedures. Arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns.
- 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.
- 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 (see separate visitor guidance)
- 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 (see separate visitor guidance).
- 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 DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is also Deputy Head of School. They have 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 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.

Our Deputy Designated Safeguarding Lead is trained to the same level as the Designated Safeguarding Lead.

The DSL/DDSL will always be available during school hours. Didsbury High School have an "Out of Hours Safeguarding Protocol" which all staff are aware of and have access to for reference. This ensures any safeguarding concerns can be referred to the DSL/DDSL outside of school hours and acted upon to ensure the safety and welfare of our students.

The Designated Safeguarding Lead, together with the Deputy Designated Safeguarding Lead will:

- **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.
 - liaise with the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
 - liaise with staff (teachers, pastoral staff, school nurses, SENCo, SEND Leads etc) on matters of safety and safeguarding/welfare (including online and digital safety) and when deciding whether to make a referral
 - by liaising with relevant agencies so that children's and families needs are considered holistically
 - liaise with the senior mental health lead and external mental health workers/agencies 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 Head of School 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 or college.

This includes:

- ensuring that the school or college 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
 - 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 regarding safeguarding concerns and manage the child protection file**
 - Files will be kept up to date, confidential and stored securely on CPOMS (Child Protection Online Monitoring System).
 - 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 within 5 days
 - 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's child protection policy and procedures, especially new and part-time staff
 - ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing body 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 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
 - 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.
 - Support the Head of School in ensuring staff are aware and confident of raising concerns about staff, including if these are regarding the Head of School.
- **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 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
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they, along with colleagues, have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and Local Authority 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 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, and with other schools and colleges on transfer including in-year and at transition phases from KS2 to KS3 and from KS4 to Post-16 education.
 - understand the importance of information sharing 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)
 - be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made. This should include instances where referrals were or were not made to another agency such as Local Authority 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. All members of the safeguarding, SEND and mental health team have access to supervision from a dedicated member of staff who works across The Laurus Trust.
- Specify the roles and responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENCO, SEND leads, Attendance



Lead, Designated Person for Looked After Children, Mental Health Lead, reception and administrative staff etc

- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child

2.4 SCHOOL/COLLEGE STAFF

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

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSiE 2025 as directed by senior leaders and appropriate to individual roles.
- Attend training sessions, further professional learning sessions and/or online briefings, as required, to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding concerns and key Local Authority approaches. These sessions will respond to the needs of the cohort at the time and any emerging priorities.
- Be aware of how to respond to disclosures from students and ensure that the students voice is listened to and taken account of.
- Attend training sessions/briefings as required to ensure that they follow relevant policies such as Behaviour, Child on Child Abuse, Anti-Bullying, Attendance, Physical Restraint etc.
- 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 shared information, 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 Manchester's Levels of Need and local early help processes and understand their role in them
- 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 and be made aware of the systems within the school which support safeguarding. All staff (including support staff) attend Safeguarding Training 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.

There are a further 2 compulsory full staff trainings throughout the year in addition to optional Further Professional Learning sessions. Throughout the year, Safeguarding Briefings are produced to highlight key and/or emerging safeguarding priorities. These are shared with all staff and highlighted in a whole staff briefing. All training is regularly updated and reflects the needs of the cohort and local area.

New staff who join during the academic year engage with the initial safeguarding training on their first day of employment.

- 3.2 All staff must ensure that they have read and understood KCSiE: Part One. Staff sign, in their annual disclosure, that they have read and understood this document. It is also referred to and circulated to staff in September each year and as part of HR onboarding process.
- 3.3 Safeguarding training needs are established by analysing the safeguarding concerns raised by staff and/or local authority. Topics for the training are amended to reflect these needs. Impact of the training is monitored by gaining feedback, reviewing staff responses and records of safeguarding concerns and analysing safeguarding data.
- 3.4 All staff members will receive training and updates around digital safeguarding and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively.
- 3.5 By training and responding to 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 full Safer Recruitment training, within the last 3 years or Safer Recruitment Refresher training, if the former has already been undertaken.
- 3.7 All staff 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

Poor Attendance/Absent Children

We adopt Manchester City Council's updated Attendance Policy and Attendance Strategy and reflect these in our own policies. We attend targeted support meetings related to attendance when required and engage with Attendance Networks and training provided by the Local Authority.

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.

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

We implement the statutory and LA requirements in terms of monitoring and will report children appropriately to the CME Team

Where applicable, we will follow the Emotional Barriers to School Attendance guidance to assist with strategies for supporting children and young people experiencing anxiety to return to school.

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.

Alternative Provision

Occasionally, when we have explored all alternatives, we may work with other organisations to provide alternative education provision for a student. We understand that the welfare of the student remains our responsibility. We will ensure that any placements meet a child's needs and only place a student in an Alternative Provision which is a registered provider and/or is a Manchester City Council approved Alternative Provider. We will proactively monitor attendance, attainment and welfare.

When a pupil is placed with an Alternative Provision (AP) provider, the school/college retains overall responsibility for the pupil's safety and wellbeing. In line with statutory safeguarding guidance, including *Keeping Children Safe in Education (KCSIE) 2025*, the following measures are taken:



- **Safeguarding Checks:** Written confirmation from the AP provider that all required safeguarding checks, including enhanced DBS checks, have been completed for all adults working with pupils.
- **Risk Notification:** Ensure the AP provider notifies the school/college of any arrangements or circumstances that may pose a safeguarding risk to the pupil.
- **Attendance and Location Monitoring:** Maintain accurate and up-to-date records of the pupil's attendance and location during school/college hours.
- **Regular Review:** Conduct formal reviews of the AP placement at least once every half term (or more frequently if necessary) to assess the quality of provision and the pupil's safety and progress.
- **Responsive Action:** Where safeguarding concerns arise, the placement will be reviewed immediately and, if necessary, suspended or terminated to ensure the pupil's safety.

These expectations form part of our wider safeguarding framework and reflect our commitment to ensuring that all pupils, regardless of setting, are protected from harm.

Didsbury High School will carry out thorough Quality Assurance checks of any provider being considered and only place a student there if satisfied by the safeguarding and education arrangements of the setting. We believe all students must receive a good education, regardless of their circumstances or the settings in which they find themselves.

When identifying alternative provision, we will look for evidence of common elements that alternative provision should aim to achieve, including:

- Good academic attainment – particularly in English and maths with appropriate accreditation and qualifications;
- That the specific personal, social and academic needs of students are properly identified and met in order to help them to overcome any barriers to attainment;
- Improved student motivation and self-confidence, attendance, and engagement with education; and
- Clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training, or employment.

Suspensions and Exclusions

We comply with statutory regulations and with the Local Authority Inclusion Policy.

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 allocated Early Help Worker or the student is on a Child in Need or Child Protection Plan, the Early Help Practitioner or Social Worker will be informed.

We will work with the MCC Weapon Carrying in Schools and Colleges guidance to assist in decision making around exclusion and other responses to carrying or using weapons in school.



Where it is felt that a child or young person is likely to be permanently excluded a professionals meeting 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 where applicable/appropriate.

Vulnerable Groups

We ensure that all key staff work together to safeguard vulnerable children.

We hold weekly KS3 & KS4 'Triage' meetings, attended by SEND Leads, Social Emotional & Mental Health Specialists, Attendance Lead, Pastoral Heads of Year and Deputy Designated Safeguarding Lead. These are to discuss vulnerable students and to collaboratively agree on additional support, interventions and/or referrals to support and safeguard that student or improve their welfare/wellbeing.

We also hold fortnightly safeguarding meetings with the pastoral team. Here we discuss students where safeguarding concerns have been raised. Appropriate actions, support and referrals are discussed collectively. We also discuss persistently absent students and actions needed to support them and their families to improve attendance.

During these meetings we discuss students who have an Early Help Assessment in place or would benefit from Early Help involvement. Any child may benefit from early help at times, but we are 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 are also 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
- Has the potential for adultification

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
- Communication barriers and difficulties in managing or reporting these challenges.

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.

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.

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

Where children have or have had a social worker, we will work alongside the social worker to ensure there is an education focus in the plan for the child, including school attendance.

Child on Child Abuse

All our staff recognise that children are capable of abusing their peers, including online.

Our separate Child on Child Abuse Policy clearly outlines our procedures and approach to this issue which are summarised below:-

- The 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

Elective Home Education

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.

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

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.

We will inform Manchester Local Authority of all deletions from the admission register when a child is taken off-role and we understand that a child should be removed from roll as soon as the parent has informed us of their decision.

We are familiar with the guidance from DfE outlining the roles and responsibilities of the Local Authority in relation to Elective Home Education

Community Safety

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.

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

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.



We have dedicated time, each week, for students to engage with our PSHE curriculum via their Beliefs and Values lessons, taught by subject specialists. In these lessons they will learn and have opportunity to discuss the risks to young people in an age appropriate way. This will include how to keep themselves safe and recognise and identify when they or others may be at risk of harm. They will also look at other resources and in school support to educate and support them further on these risks, including where to go and what to do if they find themselves in a harmful situation.

In addition to our Beliefs & Values curriculum, we also discuss community safety and associated risks as part of our assembly programme, during tutor time, via student briefings and with external speakers/agencies.

Where applicable, we inform our parent/carers of topics we have discussed with their child and send any additional resources/information home for them to aid further discussion with their child and seek support as/when applicable.

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.

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

5.1 KEEPING RECORDS

5.1.1 We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life 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. Didsbury High School uses CPOMS (Child Protection Online Monitoring System) to record and store all safeguarding concerns relating to a student.

5.1.4 We send a pupil's child protection or safeguarding file to a new establishment if the child leaves our school. This will be done as soon as possible. If the receiving school/college has CPOMS, this transfer will take place electronically within the online system. If they do not, a safeguarding chronology will be downloaded and sent to the Designated Safeguarding Lead directly. We keep a copy of the file in accordance with our Records Policy and statutory and LA Guidance.



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 (See Appendix)
- 5.2.2 If a concern arises all staff must inform the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead as soon as possible. They must:
- Record their concerns accurately on CPOMS.
 - Record any actions or conversations that have taken place regarding the concern
- 5.2.3 All Volunteers and visitors, should they have a concern regarding the welfare and safety of a child, report this immediately to the Designated Safeguarding Lead or person who acts in their absence. Details of who this is and how to contact them can be found on all visitor and volunteer lanyards and displayed around school.
- 5.2.4 All staff are aware of what constitutes an urgent safeguarding concern. If a member of staff has a concern of an urgent nature, they are to speak to the Designated Safeguarding Lead or person who acts in their absence immediately. Examples of urgent safeguarding concerns are, but not limited to;
- Disclosure of abuse
 - Student expressing concern or reluctance to go home that evening
 - Information regarding behaviour that may put a young person at risk of harm
 - Disclosure or observation of self-harm or suicidal ideation
 - A student expressing concern for the safety of a friend/peer
- 5.2.5 All staff are aware of and have access to our 'Out of Hours Safeguarding Protocol'. Staff are to contact the Designated Safeguarding Lead if they become aware of a concern for a student's welfare or safety outside of school hours. The Designated Safeguarding Lead would then take appropriate action, including contacting parent/carers and/or Children's Social Care/police if appropriate.
- 5.2.5 Once a concern is raised by a member of staff, volunteer or visitor the following will happen;
- Designated Safeguarding Lead or Deputy Safeguarding Lead would review the information shared and decide on the most appropriate action.
 - The 'concern' would be assigned to one of the following members of staff, all of whom are Level 3 Safeguarding Trained;
 - Mrs Sandra Basma – Head of Year 7
 - Mr Sam Mullally – Head of Year 8
 - Miss Alex Hall – Head of Year 9
 - Mrs Sarah Golding – Head of Year 10
 - Mrs Heather Chick – Head of Year 11 & Deputy Designated Safeguarding Lead



- Mrs Alex Clayton – Designated Safeguarding Lead
- The concern would be actioned accordingly and the action taken is recorded alongside the initial concern within our online recording system (CPOMS).
- If not actioned by the DSL/DDSL, the actions taken and recording of these actions are reviewed by the DSL/DDSL.

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 strength-based conversations. These will focus on identifying and utilising positive qualities, skills and strengths in order to address challenges a family or student may be facing.
- 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 Designated Safeguarding Lead or Head of School will seek advice from Children's Social Care AGS.

5.4 MULTI-AGENCY WORKING

- 5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 5.4.2 We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.
- 5.4.3 We will notify the named Social Worker if:
 - A child subject to a child protection plan is at risk of permanent exclusion
 - There is an unexplained absence of a child who is subject to a child protection plan
 - It has been agreed as part of any child protection plan or core group plan.
 - 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 Local Authority and Manchester Safeguarding Partnership procedures if there is a need to re-refer or to escalate.
- 5.4.5. We will refer to and engage with external agencies who can support a young person and/or their family to overcome challenges they are facing that may be putting the young person or member of the family at risk of harm.

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 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 Part 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. These will be attended by the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. The students Head of Year and/or SEND Lead may attend these meetings if they support the student in school. Any CP conferences taking place during the school holidays will be attended by the DSL where possible. In circumstances when this is not possible, a thorough report will be written and submitted to all professionals and family members in advance of the conference.



- 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 student/family will 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.

5.7 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 are clear with children that they cannot promise to keep secrets.
- 5.7.3 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.
- 5.7.4 We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

5.8 LEARNING FROM SERIOUS CASES

- 5.8.1 Manchester Safeguarding Partnership 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 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 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 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.

- 6.1.1 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.
- 6.1.2. 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.
- 6.1.3 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.
- 6.1.4 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.
- 6.1.4 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. Every student has a Tutor, House Tutor, Head of House and Head of Year who have a pastoral role to support them. Students are familiar with these members of staff and know where/how to contact them should they wish to. All students are also aware who the Safeguarding Leads are in the school and what their role is in keeping all students safe.
- 6.1.5 Children are encouraged to contribute to the development of policies. This is done through regular student voice on a range of topics throughout the year. Students with a role/responsibility also contribute through their involvement as a subject ambassador, Board of Student member, prefect, house captain, sport captain etc.
- 6.2 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.



- 6.3 We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life.
- 6.4 We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic 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 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 Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.3 Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in our Mobile Technology policy but in summary, we do not allow students to use their mobile phones during the school day (yrs 7-11). We provide each student in Years 7 to 11 with their own personal small locker. This is located in their tutor room. All students are asked to secure away their mobile phone during Tutor Time. At the end of the school day, students return to their tutor room to collect their mobile phone. If a student's mobile phone is seen in their possession during the school day, it is confiscated. In the first instance, this is returned to the student at the end of the day. If there are repeated occurrences of confiscation, the phone will have to be collected by a parent/carer.
- 7.4 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- 7.5 We ensure our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility.
- 7.6 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.



- 7.7 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.
- 7.8 We have separate acceptable use policies for both staff and students. This covers the use of all technologies and platforms used, both on and offsite.
- 7.9 We work with parent/carers to promote good practice in keeping children safe online, including to support their children learning at home. Information will be shared via our newsletter and online workshops will be organised and communicated to parent/carers as applicable.
- 7.10 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. All online learning is using approved and secure websites. Staff will communicate with families via the My Child at School app and all communication will be stored on the students communication page. Staff will only communicate via email, using their work email account, in special circumstances.
- 7.11 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)

8. SAFER RECRUITMENT & SELECTION OF STAFF

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance and KCSiE
- 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. 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 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 before interview where possible 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 will also explore any unexplained gaps in employment.
 - We involve 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 Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate.
- When our school is used for non-school activities, 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, Part 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)



- Staff working at 'Club Didsbury' are employed by The Laurus Trust and receive full and thorough safeguarding training. They are aware what constitutes a safeguarding concern and who/how to contact the relevant Safeguarding Lead should a concern be raised or an incident occur on our premises.
- 8.4 The school maintains a single central record of all recruitment checks. This is updated and monitored regularly. The DSL checks the SCR each half term and a QA process is completed by the Trust Safeguarding Leads and Safeguarding Governor each term.
- 8.5 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained and DBS certificates presented to the school.
- 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 Manchester City Council's 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, 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
- 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

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. Staff are to report any concerns to the Head of School or Deputy Head of School in their absence. If the concern is related to the Head of School, the concern is to reported to the Chair of Governors or Executive Head of School. Whistleblowing procedures are displayed around school and staff receive annual training on Whistleblowing and Low-Level concerns.

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.
- 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. DBS certificates will be presented to the school in the majority of circumstances.
- 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 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 (if it meets the harm threshold).
- 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.



- 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.

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 anti-social behaviour 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 ask for help, support or recommendations 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



APPENDIX

OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

- Acceptable/Reasonable Use regarding ICT Policy
- Mobile Technology
- Anti-bullying Trust Policy
- Attendance Policy
- Behaviour Policy
- Harmful Sexual Behaviour policy
- SEND Policy
- Fit to Study Policy
- Teaching and Learning Policy
- Sex & Relationships
- Safer Recruitment
- Equality Policy
- Data Protection
- Single Equality Scheme
- Control and Restraint
- Health and Safety
- Medical Needs
- Trips & Visits
- Security Statement
- Safer Working Practice guidance for staff
- Keeping Children Safe in Education (2023)
- Managing Allegations
- Low Level Concerns Trust policy
- Whistle Blowing Policy
- Staff Code of Conduct



The staff and volunteers in our school are committed to safeguarding all our children

We 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

<p>Our Designated Safeguarding Lead is:</p> <p>Mrs Alexandra Clayton</p>	<p>Our Deputy Designated Safeguarding Lead is:</p> <p>Mrs Heather Chick</p>
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If you have any concerns about the welfare of any of our children you can report them to the above named persons.

Staff and volunteers must record their concerns on CPOMS, by email or in person and include a physical injury/body map where appropriate

These should be passed in a sealed envelope to the Designated Safeguarding Lead immediately

Further Advice and guidance can also be sought from
Advice and Guidance Service 0161 234 5001



USEFUL LINKS, FURTHER ADVICE AND GUIDANCE

LOCAL GUIDANCE

[Greater Manchester Safeguarding Procedures](#)

[Manchester Safeguarding Partnership](#)

[MSP Decision Making Framework](#)

[Manchester Early Help Assessment & Team around the Family](#)

[Manchester Suicide Prevention](#)

[Manchester procedures for child-on-child sexual abuse and harassment](#)

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

[Manchester Female Genital Mutilation advice for practitioners](#)

[Young people and self harm](#)

[Manchester's Complex Safeguarding Strategy \(2020-2023\)](#)

[Manchester's Violence Reduction Unit](#)

NATIONAL GUIDANCE/RESOURCES

Professional standards

[Teachers standard information.pdf](#)

[The-7-principles-of-public-life](#)

[National-standards-of-excellence-for-headteachers](#)

NSPCC 'Report Abuse in Education' Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrensociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>



Support for students

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Resilience Hub

[Greater Manchester Resilience Hub](#)

Substance Misuse

- MOSAIC-[MOSAIC Drug and Alcohol Services](#)
- Talk to Frank: www.talktofrank.com

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk



- Respect Phonenumber: <https://respectphonenumber.org.uk>

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals:
www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage:
www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child-on-Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>



- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health & Emotional Wellbeing

- Mind: www.mind.org.uk
- Kooth- <https://www.kooth.com/>
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- Anna Freud: www.annafreud.org/schools-and-colleges/ [Stockport](#)

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Stop Hate UK- <https://www.stophateuk.org/>
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

Children in the court system

- Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11 year olds](#) and [12-17 year olds](#).
- Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements tool](#) | with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

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 South (0161) 234 1977 OR via email earlyhelpsouth@manchester.gov.uk
- The Advice & Guidance Service (AGS (0161) 234 5001



POSSIBLE INDICATORS OF ABUSE

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

Sexual

- Genital discomfort, pain, itching, bruising, injuries
- Public /compulsive masturbation
- Eating disorders
- Sexually explicit behaviour or language not age
- Sexually Transmitted Infection
- Sexually explicit drawings
- Pregnancy

Physical

- Bruises, black eyes and broken bones
- Unexplained or untreated injuries
- Injuries to unusual body parts e.g. thighs, back, abdomen
- Bruising that resembles hand/finger marks
- Burns/scalds
- Human bites/cigarette burns
- Injuries that the child cannot explain or explains unconvincingly
- Injuries in babies and non mobile children

Behaviour

- Change in general behaviour
 - Low self-esteem
- Extremely passive/aggressive
 - Sleeping difficulties
 - Eating disorder
 - Lethargy/tiredness
 - Fear of certain adults
- Poor social relationships
- Bullying/anti-social behaviours
- School attendance difficulties
 - Disclosure
 - Self-harm

Neglect

- Inappropriately dressed
- Undernourished/always hungry
- Untreated medical problems e.g. dental decay, head lice etc.
- Lethargy, tiredness or aggressive tendencies
- Lack of basic needs being met- food, shelter warmth etc.

Emotional

- Physical, mental & emotional development lags
- Talks of excessive punishment
- Fear of parents being contacted
- Sudden speech disorders
- Running away
- Self-deprecation, low self esteem

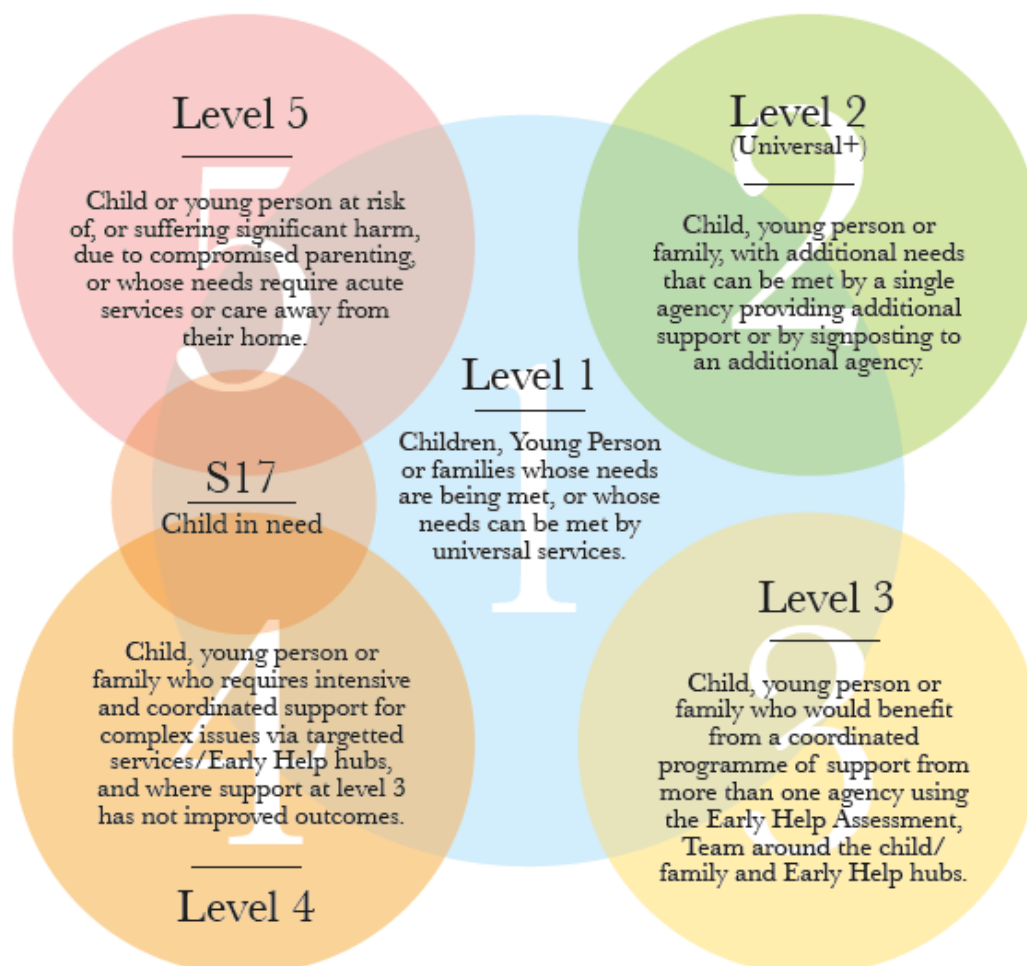
Online Abuse

Contextual Safeguarding



MANCHESTER CITY COUNCIL'S LEVELS OF NEED

THE FIVE LEVELS OF NEED





HACKETT'S (2010) CATEGORIES OF HARMFUL SEXUAL BEHAVIOUR



The AIM Project

Continuum of Behaviours Hackett: 2010

