

**St Matthew's RC High School**

# **Child Protection and Safeguarding Policy**



**This policy has been based on Manchester City Council (MCC) Model Policy  
for Schools and Colleges on Safeguarding and Child Protection**

**Date: July 2019**

**Review July 2020**

# SAFEGUARDING POLICY

St Matthew's RC High School																						
<p>The Headteacher who has the ultimate responsibility for safeguarding is Helen Murden</p> <p>In their absence, the authorised member of staff is Helen Nicholls, Assistant Headteacher – Designated Safeguarding Lead.</p>																						
<b>KEY SCHOOL STAFF and ROLES</b>																						
Name	Role	Location and/or Contact Phone Number																				
Helen Nicholls	<i>Assistant Headteacher - DSL</i>	0161 681 6178																				
<i>Rachel Walsh</i>	<i>Assistant Headteacher - DDSL</i>	0161 681 6178																				
<i>Martin Devine</i>	<i>Pastoral Manager - DDSL</i>	0161 681 6178																				
<p><i>Other staff who are Level 3 Safeguarding trained:</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 35%; padding: 5px;">Mr Christian Ostmeier</td> <td style="padding: 5px;">Deputy Headteacher</td> </tr> <tr> <td style="padding: 5px;">Mr Simon Atkin</td> <td style="padding: 5px;">Deputy Headteacher</td> </tr> <tr> <td style="padding: 5px;">Mr Anthony Kearns</td> <td style="padding: 5px;">Pastoral Manager Year 8</td> </tr> <tr> <td style="padding: 5px;">Mr Kemoy Walker</td> <td style="padding: 5px;">Pastoral Manager Year 9</td> </tr> <tr> <td style="padding: 5px;">Ms Gail Matthew</td> <td style="padding: 5px;">Pastoral Manager Year 10</td> </tr> <tr> <td style="padding: 5px;">Mr Dale Latham</td> <td style="padding: 5px;">Pastoral Manager Year 11</td> </tr> <tr> <td style="padding: 5px;">Mrs Toni Shannon</td> <td style="padding: 5px;">Inclusion Manager</td> </tr> <tr> <td style="padding: 5px;">Mrs Debra Shaw</td> <td style="padding: 5px;">Learning Support Centre Manager</td> </tr> <tr> <td style="padding: 5px;">Mrs Patricia Dawson</td> <td style="padding: 5px;">Student Support Co-ordinator</td> </tr> <tr> <td style="padding: 5px;">Ms Christine Wall</td> <td style="padding: 5px;">Librarian</td> </tr> </table>			Mr Christian Ostmeier	Deputy Headteacher	Mr Simon Atkin	Deputy Headteacher	Mr Anthony Kearns	Pastoral Manager Year 8	Mr Kemoy Walker	Pastoral Manager Year 9	Ms Gail Matthew	Pastoral Manager Year 10	Mr Dale Latham	Pastoral Manager Year 11	Mrs Toni Shannon	Inclusion Manager	Mrs Debra Shaw	Learning Support Centre Manager	Mrs Patricia Dawson	Student Support Co-ordinator	Ms Christine Wall	Librarian
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Ms Christine Wall	Librarian																					

<b>NAMED GOVERNOR * for Safeguarding and Prevent</b>	Contact Phone Number/Email
Peter Eavers – Member of the IEB	0161 681 6178

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

- Find a designated safeguarding person immediately and pass the information on - speak to a designated member of staff or if unable to locate them report to the main office and ask them to contact one of the designates as a matter of urgency.
- Do not rely on communicating the information by email.
- Remember time is of the essence and information needs to be shared quickly with other agencies.
- If out of hours, or failure to find one of the designates, or named people above, call Social Services and refer the situation on - contact number: 0161 234 5001

Further advice line numbers are:

- Multi-Agency Safeguarding Hub (MASH) Helpline: 0161 219 2895,
- Early Help Hubs: North 0161 234 1973, Central 0161 234 1975,
- National Society for the Prevention of Cruelty to Children (NSPCC): 0808 800 5000
- Local Authority (LA) Safeguarding in Education Team: 0161 245 7171

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

- Contact Helen Nicholls (Designated Safeguarding Lead) immediately.
- If unavailable, speak with either Rachel Walsh (Assistant Headteacher) or Martin Devine (Pastoral Manager).
- If the allegation is that it is a member of the school staff that has harmed a child then you must inform either: Helen Murden (Headteacher), Simon Atkin (Deputy Headteacher), Christian Ostmeier (Deputy Headteacher) or Helen Nicholls (Designated Safeguarding Lead). They in turn will contact the Manchester Designated Officer on 0161 234 1214.
- In all cases you will be asked to make a written record of the name of the student and what they said (in their words), ensure you also make a note of the date, time and place.
- If out of hours, or failure to find one of the designates, or named people above, call Social Services and refer the situation on - contact number: 0161 234 5001.
- Multi-Agency Safeguarding Hub (MASH) Helpline: 0161 219 2895.
- Early Help Hubs: North 0161 234 1973, Central 0161 234 1975.
- National Society for the Prevention of Cruelty to Children (NSPCC): 0808 800 5000.

If your concern is about a member of the school staff you can then contact:

- Local Authority (LA) Safeguarding in Education Team: 0161 245 7171.
- Manchester Designated Officer (formerly LADO): 0161 234 1214.

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

It is the hope and intention of the School that any employee with a concern about any aspect of the School's operations or its conduct, feels able to first raise those concerns internally, this includes where an employee wants to make a protected disclosure. In the first instance concerns should be raised with Helen Murden the Headteacher, where the concern relates to the or Headteacher or the individual raising the concerns feels it would not be properly handled, they should report the concern to Elizabeth Haddock – Chair of the IEB (Governing Body)

If the person raising the concern does not feel it will be properly dealt with or it is not appropriate to report their concern to the Chair of Governors they should report it to the Council via Internal Audit.

Manchester City Council Internal Audit

- E-mail your concerns to Internal Audit at: [Whistleblowing@manchester.gov.uk](mailto:Whistleblowing@manchester.gov.uk)
- By telephone: Whistleblowing hotline on 0161 234 5280

Further advice helpline:

- NSPCC Whistleblowing Helpline: 0800 028 0285.

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

Review Date	Changes made	By whom
July 2019	Policy created	Helen Nicholls
July 2019	Policy reviewed	Helen Murden

**Ratification by Governing Body**

Academic year	Date of ratification	Chair of Governors
2019 / 2020		Elizabeth Haddock

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2. Roles and Responsibilities
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## **APPENDICES:-**

- A. Part 1 and Annex A of 'Keeping Children Safe in Education' (KCSIE 2019), statutory guidance to be read by all staff \*
- B. 'Working Together to Safeguard Children'
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# 1. INTRODUCTION

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

This policy has been developed to ensure that all adults in our school are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

**'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families 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 2019)

See Part 1 and Annex A of KCSIE 2019, for definitions and further information about Significant Harm, Physical Abuse, Emotional Abuse, Neglect, Contextual Safeguarding and Complex Safeguarding Issues including Child Sexual Exploitation, Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime, County Lines in the full statutory guidance.

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

**'Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:- protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'** (KCSIE 2019)

St Matthew's RC High School is dedicated to promoting a distinctive Catholic ethos by upholding the teachings of the Catholic Church. This means that everything we aim to achieve will be based on the teachings and practice of the Catholic Church. Our motto is "Quaerite primum regnum dei" - "Seek first the Kingdom of God" - and our aim is to achieve this motto in our school life. We will work to build

God's Kingdom and be happy together because we believe that Jesus died and rose again for us and that He is always present in our school and in our world. We are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of co-operation and treat each other with courtesy and respect at all times.

Our primary role is to educate children and we uphold the principle outlined in the Bishop's Conference of England and Wales (2000) that:

***“Education is holy ... the process of teaching and learning is a holy act”***

We recognise that all children need to belong and our mission is to support our pupils to find their rightful place and participate fully in our community.

- 1.1 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' and 'Keeping Children Safe in Education'. Our policy ensures that we comply with our Statutory Duties (Appendix A and B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C)
- 1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendices D and F)
- 1.4 Our policy complements and supports other relevant school policies (Appendix E)

## **2. ROLES and RESPONSIBILITIES**

### **LEADERSHIP and MANAGEMENT**

2.1 Our Headteacher will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.

- We evaluate our safeguarding policies and procedures at least on an annual basis and return our completed SG Safeguarding Self Evaluation (SEF) proforma to the LA as requested.
- A senior member of staff, known as the DSL is appointed with a clear job description. Helen Nicholls has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through child friendly posters that clearly identify safe people to speak to and is accessible to all children by being displayed around the school. This information is reinforced through assemblies and through the Form Teacher.
- We co-operate fully with MCC and MSCB multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions. Information is shared with the DSL or DDSL prior to any referrals or meetings.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively. All staff on site are trained face to face in September with a refresher within the year. All staff complete electronic certified training packages throughout the year – through Educare. Teaching and support staff have weekly briefings where safeguarding reminders are presented as well as details on best practice. There is a handbook for all staff, governors and visitors which outlines our safeguarding arrangements and identifies the safeguarding team. There is also ongoing CPD throughout the school year.
- Any staff commissioned who are carrying out regulated activities from external agencies/organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on all volunteers.



- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. Any visitor on site who is working directly with children will be accompanied by a member of staff who oversees the content being delivered. The only exception to this is if a member of staff from social services or another agency has come into work to complete some 1:1 work with a young person. This will always be pre-arranged and agreed to with the parent/carer.

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

- All policies, procedures and training in our school are effective and comply with the law at all times.
- Named members are identified as the designated governors for Safeguarding and for Prevent and receive appropriate training.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. A meeting will take place between an identified governor and Helen Nicholls at least once a term.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually. This is then shared with staff via the staff handbook and is always part of the induction process and is referenced and signed for by all members of staff.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff, governors and volunteers. All SLT has completed safer recruitment and the DSL has attended more detailed training and disseminated to SLT. The SCR is kept up to date by the Headteacher's PA and is monitored and checked on a termly basis by the DSL and separately by the member of the IEB with responsibility for safeguarding.
- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. All staff on site are trained face to face in September with a refresher within the year. All staff complete electronic certified training packages throughout the year – through Educare. Teaching and support staff have weekly briefings where safeguarding reminders are presented as well as details of best practice. There is a handbook for all staff, governors and visitors which outlines our

safeguarding arrangements and identifies the safeguarding team. There is also ongoing CPD throughout the school year. These processes are in place for staff who arrive mid academic year.

- There is appropriate challenge and QA of the safeguarding policies and procedures. The policy is ratified by governors. The policy is based on the LA model policy.

2.3 Our Designated Safeguarding Lead (DSL) is a member of our Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. She takes lead responsibility for Early Help, safeguarding and child protection, although other activities may be delegated if appropriate.

The DSL together with the other Deputy DSLs will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide ongoing support and training for staff and volunteers throughout the year. This will be monitored through the quality and the amount of referrals being made and through the student voice of feeling safe.
- Ensure that all referrals made to Children's Services are effective and in line with MSCB procedures. All referrals are made in line with Local Authority expectations and are phoned in and discussed with professionals. A full written record is made and recorded on CPOMs. The DSL and DDSL make, or are aware of, all referrals made.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. The DSL and DDSLs meet on a weekly basis and discuss all current cases. The DSL meets at least half termly with the Pastoral Managers to discuss their specific caseload of vulnerable students. If there is a specific case which a Pastoral Manager is leading on it may be that the DSL meets with the Pastoral Manager on a daily basis to discuss the case.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.

- Ensure that pupils know who to report concerns to and can recognise relevant members of staff.
- Always be available during school hours during term-time, and at other times as designated by the Headteacher. One Pastoral manager works all year round and is L3 trained and will therefore work with any issues that arise – the personal contact numbers of the DSL and DDSLs are known to key staff and they will be available in holidays. All staff, regardless of position in school, are trained on how to make a referral and have the contact numbers in key documentation.
- Delegate local responsibility for safeguarding to an appropriately trained person on school visits. All visits will either have a level 3 trained person accompanying them or as the nominated emergency contact.

The following staff are Level 3 trained within St Matthew's.

Ms Helen Nicholls	Assistant Headteacher – DSL
Mrs Rachel Walsh	Assistant Headteacher – DDSL
Mr Martin Devine	Pastoral Manager Year 7 - DDSL
Mr Christian Ostmeier	Deputy Headteacher
Mr Simon Atkin	Deputy Headteacher
Mr Anthony Kearns	Pastoral Manager Year 8
Mr Kemoy Walker	Pastoral Manager Year 9
Ms Gail Matthew	Pastoral Manager Year 10
Mr Dale Latham	Pastoral Manager Year 11
Mrs Toni Shannon	Inclusion Manager
Mrs Debra Shaw	Learning Support Centre Manager
Mrs Patricia Dawson	Student Support Co-ordinator
Ms Christine Wall	Librarian

The Designated person for Looked After Children is Helen Nicholls supported by the Pastoral Managers and Heads of Year.

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

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety.

- Certify that they have read KCSIE 2019 part 1.
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g. Behaviour Management Policy
- Provide a safe environment where children can learn.
- Be approachable to children and respond appropriately to any disclosures.
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child.
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals.
- Attend multi-agency meetings as required, if appropriate to their role.
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role.
- Provide targeted support for individuals 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 All staff will be given a copy of KCSIE 2019 part 1 and Teaching online safety in school along with other key policies of: Allegations of Abuse against staff; Anti-bullying; E-Safety; Safeguarding; Staff Code of Conduct and Whistleblowing.
- 3.2 All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively. Other than the above further training is also included within the CPD calendar throughout the year and a weekly slot in briefings to address anything that has arisen contextually during the previous week. Emails are sent out as and when necessary regarding national information / bulletins.

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

### **4.1 PUPIL VOICE**

Children are encouraged to contribute to the development of policies and share their views. This is done through key activities in PHSE, Form time, use of the student council. We use the information gained to form policies and create pupil friendly visuals.

### **4.2 ATTENDANCE**

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.
- 4.2.3 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases. This may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.2.4 We implement the statutory requirements and MCC policy and procedures in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

Please refer to the attendance policy for further details.

### **4.3 EXCLUSIONS**

- 4.3.1 The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

## **4.4 SUPPORTING PUPILS**

4.4.1 We ensure all key staff work together to safeguard children. The pastoral team meet as a full team on a weekly basis – and Year Team line manager meetings are also held weekly with senior staff. The pastoral staff use CPOMs to record all pastoral concerns and any communication with outside agencies is logged and recorded.

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

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

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

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

### **5.1 KEEPING RECORDS**

The pastoral team record all pastoral and safeguarding concerns, multiagency working and child protection information on CPOMs.

All information regarding the pupil and the monitoring of attendance is recorded on SIMs. Staff also use this system to record achievement, rewards, behaviour concerns and parental meetings and contact.

- 5.1.1 We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life.
- 5.1.2 We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- 5.1.3 We keep secure the safeguarding records.
- 5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance with our Transfer of Records Policy (See Appendix E) and LA Guidance (See Appendix F) and our Retention Schedule.

### **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 (KCSIE Part 1 in Appendix A).
- 5.2.2 If a concern arises all staff, volunteers and visitors must follow the procedures summarised in KCSIE and in this policy.

### **What should I do if I am worried about a child?**

We have a number of designated people trained in Child Protection who will know what to do. Their names and contact are on the front of this document. You should find out who they are and report your concerns to them immediately. They will deal with the matter in an appropriate way.

### **What should I do if a child discloses that they are being harmed?**

Although the likelihood of this is small, it is important to know what to do in such an eventuality.

- Listen to the student, without making judgements;
- Take what they tell you seriously, students rarely lie about such matters;
- Explain that you can't keep the information secret or confidential and must pass it on to someone who will know what to do next;
- **Do not** interrogate the student and ask leading questions - instead ask open questions around: who, what, when and how?
- Try and convey to the student that they are not to blame for what has happened, though at the same time avoid criticising the abuser;
- Do not make promises that you cannot keep but tell the student what you are going to do.

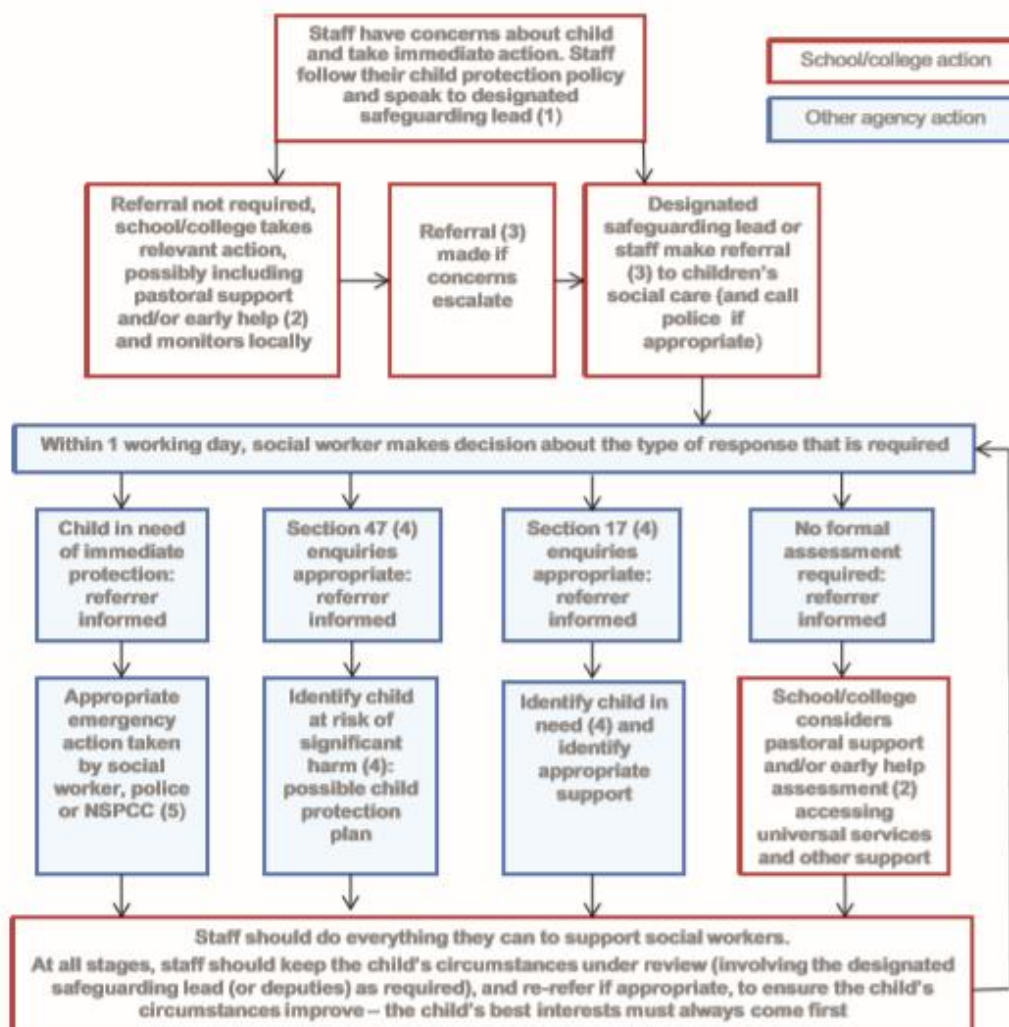
### **What should I do next?**

- Make a record of the name of the student and what they said (in their words), ensure you also make a note of the date, time and place.
- Find a designated safeguarding person immediately and pass the information on.
- If you feel a child is in immediate danger do not rely on communicating the information by email - speak to a designated member of staff.
- Remember time is of the essence and information needs to be shared quickly



**The schools policy of referral and reporting follows the expectations laid out in KCSIE 2019.**

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



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

### 5.3 INFORMING PARENTS/CARERS

- 5.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details, including at least two 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. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).
- 5.3.3 We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency **unless it is believed that doing so would put the child at risk**, eg in cases of suspected sexual abuse. We will record the reasons, if consent is not gained.

### 5.4 MULTI-AGENCY WORKING

- 5.4.1 We will develop effective links with Social Workers and other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 5.4.2 We will notify Children's Social Care if:
- a child subject to a child protection plan is at risk of permanent exclusion.
  - there is an unexplained absence of a child who is subject to a child protection plan
  - it has been agreed as part of any child protection plan or core group plan.

### 5.5 CONFIDENTIALITY AND INFORMATION SHARING

- 5.5.1 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.
- 5.5.2 Information about children will only be shared with other members of staff on a need to know basis.
- 5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

- 5.5.4 We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for when and what to share/when and what not to share and systems for recording the reasons for these decisions.
- 5.5.5 We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information fairly and lawfully and keep it safe and secure.

St Matthew's follows the seven golden rules for information sharing and use the Government document 'Information sharing: Advice for practitioners providing safeguarding services to young children, young people, parents and carers.' July 2018

We work on the following principles laid out in the guidance:

1. Necessary and proportionate
2. Relevant
3. Adequate
4. Accurate
5. Timely
6. Secure
7. Record

Please refer to the Data protection policy for further details.

## **5.6 CHILD PROTECTION (CP), CHILD IN NEED (CiN) MEETINGS AND CONFERENCES**

- 5.6.1 An initial CP conference will be held 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.
- 5.6.3 Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible 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 conference.
- 5.6.4 Our reports will include the voice of the child.
- 5.6.5 We will discuss and share reports with the parents/carers before the conference.

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

St Matthew's endeavour to work collaboratively with all partners and will attend all meetings arranged; including in the holidays. In the unlikely circumstance that we are unable to have a representative attend the meeting we will, speak with the chair or their representative, and send in a formal report representing education.

## **5.6 CONCERNS/DISCLOSURES BY CHILDREN, STAFF and VOLUNTEERS**

5.6.2 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.

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

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

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

## **5.8 SERIOUS CASE REVIEWS (SCRs)**

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

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

# **6. THE CURRICULUM**

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

- 6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- 6.2 This enables them to learn to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 6.3 There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 6.4 Personal Health and Social Education, SRE and RE lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.
- 6.5 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation including Obesity, poor mental health, CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage. See Appendices for guidance and links to further information.

## **7. E-SAFETY**

- 7.1 E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school is to help raise educational standards, promote children's achievement, and support the professional work of staff, as well as enhance our management information and business administration.
- 7.2 The internet is an essential element in 21<sup>st</sup> century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.3 We will ensure that appropriate filtering and monitoring methods are in place to ensure that children are safe in school from all types of inappropriate and unacceptable materials, including terrorist and extremist material.  
St Matthew's have appropriate ICT management systems in place. Systems that not only block inappropriate content and in turn filters what can be seen, we also have a keystroke monitoring system that is monitored 24 hours a day. The company alert us to any concerns which arise from any

computer and we are able to speak with the person on the computer. Every incident that arises is tracked a report generated. Urgent concerns that arise are phoned in to a team of four identified staff.

- 7.4 We will encourage children to use the Internet safely, including opportunities for them to think and discuss.
- 7.5 We will ensure that children will not misuse their own devices whilst in school and we are creating a phone free environment from September 2019.
- 7.6 The staff code of conduct outlines the acceptable use of mobile technology for staff.
- 7.7 In June 2019 the DfE released new guidance around Teaching Online Safety in school. This document has been shared with staff and will inform planning and practice in curriculum areas.
- 7.8 We work with parents to promote good practice in keeping children safe online.

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

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE'. Please see the safer recruitment policy.
- 8.2 At least one member of each recruitment panel will have attended up to date Safer Recruitment Training.
- 8.3 All relevant staff are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the Headteacher.
- 8.4 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained
- 8.5 Risk assessments are carried out on all volunteer activities as required.
- 8.6 The school maintains a single central record of recruitment checks undertaken.
- 8.7 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 checked as appropriate.
- 8.8 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 for all its activities.

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

- 9.1 We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers. Please see the allegations of abuse against staff policy for further details.
- 9.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 9.3 Allegations which meet the threshold will be referred to the Designated Officer (formerly known as the LADO) who will oversee the management of the allegation and its investigation. (See link to guidance in Appendix D)
- 9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower as outlined at the front of this document. Please see whistleblowing policy for further details.

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

- 10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 10.2 All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained.
- 10.3. We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school or college.
- 10.4 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. Describe procedures.
- 10.5 We will only place children in alternative educational provision (AP) which we have quality assured and is a registered provider.
- 10.6 Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared. Their

attendance will be monitored by us in accordance with the School Register Regulations along with their progress and behaviour.

- 10.7 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child under the age of 16 on a placement has been subject to the appropriate level of DBS check. If the activity undertaken by a child 16 years of age or over on work experience gives the opportunity for contact with children, we will consider whether a DBS enhanced check should be requested.
- 10.8 All school trips are fully risk assessed and no child will be taken off-site without parental permission.
- 10.9 For international exchanges, we will liaise with partner schools abroad, to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.
- 10.10 We have a Health and Safety policy.



## **APPENDICES**

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

### ➤ **APPENDIX A**

'Keeping Children Safe In Education' Part 1, 4, 5 and Annex A - to be read by all staff.

### ➤ **APPENDIX B**

Legislation, Statutory Guidance and Ofsted Framework

- Keeping Children Safe in Education' - latest update, September 2019
- Ofsted Inspection Framework and School Inspection Handbook, August 2015,
- Inspecting Safeguarding in Early Years, Schools and Skills Settings' - latest update, September 2019
- 'Working Together to Safeguard Children', July 2018
- Prevent Duty, Section 26 Counter Terrorism and Security Act 2015
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews and Domestic Homicide Reviews (SCRs and DHRs)
- DFE Statutory Policies for Schools, Sept 2014,
- DFE Children Missing Education, Stat Guidance, Sept 2016
- DFE The Designated teacher for looked after and previously looked after children, Stat guidance, Feb 2018
- DFE Supervision of Regulated Activity, Jan 2013
- Alternative Provision, Stat guidance, Jan 2013
- Teachers' Standards, updated June 2013
- Governors' Handbook, Updated March 2019
- 'Listening to and involving children and young people', stat guidance, Jan 2014
- Health and Safety Legislation

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

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

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

Links to:-

MSCB Website:-

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

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

- Health and Safety (Policy)
- Physical Interventions/Restraint (Procedure)
- Work Experience and Extended work placements (Procedure)
- Sex and Relationships Education (Policy)
- Equal Opportunities (Policy)
- E-Safety (Policy)
- Extended Schools Activities (Procedure)
- Behaviour Policy
- Trips and Visits (Policy)
- Special Educational Needs (Policy)
- Toileting and Intimate Care (Procedure)
- Looked After (And previously Looked After) Children (Policy)
- Anti-bullying (Policy)
- Supporting students with medical conditions (Policy)
- Letting to external organisations
- External visitors/speakers
- Data Protection Policy
- Allegations of abuse against staff policy
- Attendance Policy
- Staff code of conduct
- Whistleblowing Policy
- First Aid Policy

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

All these are available on the Manchester Schools Hub Website.

- 'Transfer of Safeguarding Information' model policy and guidance, 2017 (in process of review)
- 'Safeguarding' model policy, 2018
- 'Safer Recruitment' model policy, 2015 (in process of review)
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- 'A Good Safeguarding School'

## **APPENDIX G - Abbreviations**

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