

**KINGSWAY
COMMUNITY TRUST**

**SAFEGUARDING
POLICY**

SEPTEMBER 2018

Safeguarding Policy

Date: September 2018

Review date: Autumn 2019

The Executive Headteacher who has the ultimate responsibility for safeguarding is Lisa Vyas.

In her absence, the authorised member of staff is:
Helen Chase – Head of School, Cringle Brook Primary
Jeff Harriott – Head of School, Green End Primary
Janet Swailes – Head of School, Ladybarn Primary

KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
Helen Chase	DSL	Cringle Brook Primary
Ian Caldwell	DSL	Ladybarn Primary
Lucy Croke	DSL	Green End Primary

NAMED TRUSTEE * for Safeguarding & Prevent	Contact Phone Number/Email
Jenny Gawne	<i>j.gawne@kingswaycommunitytrust.co.uk</i>
NAMED TRUSTEE FOR Whistleblowing	
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Our procedure if there is a concern about child welfare or safeguarding is initially to report incident or concern to the CPOMS system or for serious concerns go straight to the DSO team in school.

Manchester Children’s Safeguarding Board - **0161 234 5001** (open 24 hours a day, seven days a week)

Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 219 2895**,

Early Help Hubs: North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977**

National Society for the Prevention of Cruelty to Children (NSPCC): 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:-

The Trust follows the government guidance ‘Keeping Children Safe in Education’ September 2016, when dealing with allegations made against staff and volunteers.

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

Manchester LA Designated Officer (formerly LADO): 0161 234 1214.

Whistleblowing

The Trust is committed to the highest possible standards of openness, probity and accountability and will not tolerate malpractice or wrong doing. The Trust is therefore committed to a whistleblowing policy which seeks to protect individuals who make certain disclosures with regard to any instance of malpractice or wrong doing in the public interest. In the case of any concerns, contact

Nominated Whistleblowing Trustee: Ms Emma Antrobus
Contact Number: 0161 432 7036
NSPCC Whistleblowing Helpline: 0800 028 0285.

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

Issue Status

Date	Issue	Date Approved by Trustees	Review date
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1.Introduction

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

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

Our approach is child-centred.

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (KCSIE September 2018).

See Appendix A, Part 1 of KCSIE, for definitions of Significant Harm, Physical Abuse, Emotional Abuse and Neglect from and further information about Complex Safeguarding Issues including Child Sexual Exploitation, Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime, 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 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 draft update, p 5, September 2018)

- 1.1 Kingsway Community Trust aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our schools are committed to the principles outlined in ‘Working Together to Safeguard Children 2015’ and implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff.
- 1.2 Our schools are committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Early Help Assessment (EHA) and the ‘Signs of Safety’ approach is embedded into everyday practice and procedures when responding to children’s needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- 1.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.
- 1.4 Kingsway Community Trust will exercise diligence and prevent any organisation or speaker, from using the schools’ facilities to disseminate extremist views or radicalise pupils and staff

- 1.5 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 2015' and 'Keeping Children Safe in Education.' Our policy ensures that we comply with our Statutory Duties (Appendix A & B)
- 1.6 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C)
- 1.7 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendices D & F)
- 1.8 Our policy complements and supports other relevant school policies (Appendix E).

2. Roles & Responsibilities/Code of Conduct For Staff

Leadership & Management

2.1 Our Executive Headteacher will ensure that:-

- The policies and procedures adopted by the Trust Board to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG SEF proforma to the LA as requested
- A Designated Senior Member of staff, known as the DSL, for child protection is identified at each school in the Trust 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 most up to date version of the prospectus can be found on each school website. An additional leaflet is available to update parents of any changes. The guidance in the prospectus is just the basic.
- 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 a leaflet and is accessible to all children. This leaflet will be kept with the class 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. The Executive Headteacher has regular meetings with all DSLs.
- 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 concerns are logged on CPOMs, our online, electronic record keeping system.

- Any staff commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff.

2.2 Our **Trust Board** 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 for the Trust and for Prevent and receive appropriate training. The identified Safeguarding Trustee will provide the Trust Board with appropriate information about safeguarding and will liaise with the designated member of staff. The Trustee writes an annual report and meets with the DSL termly.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually. The DSL team across the Trust have regular meetings to review policy and practice. The Governance & Compliance Manager ensures that policies are renewed annually.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. The Governance & Compliance Manager oversees all recruitment procedures.
- 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 training goes through the Executive Headteacher and the Governance & Compliance Manager ensures training is within timescales.
- There is appropriate challenge and QA of the safeguarding policies and procedures. Safeguarding is a standing agenda item at every Trust Board meeting.

2.3 The **Designated Safeguarding Lead (DSL)** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide support and training for staff and volunteers. Part of induction is basic SG training in line with Manchester City timescales.
- Ensure that all referrals made to Children's Services are effective and in line with MSCB procedures. DSL will phone MASH for a significant referral for advice. The EHT ensures that cases are seen through and expects regular updates.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role. The Executive Headteacher oversees all of the cases.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.

- Always be available during school hours during term-time, and at other times as designated by the Executive Headteacher. Where possible, staff will attend all meetings and send reports. If there are no staff available from the Trust then the DSL from the specific school will contact the local authority to ask for representation.

Staff who may contribute to the safeguarding practice of the Trust are as follows:-

- SENDCo for Green End and Ladybarn
- Trust Attendance Support Worker
- Heads of School
- Pastoral Team
- Parent Support Team

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
- 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

All staff should be aware of signs and indicators of extremist views and actions and to make the Designated Person aware of any concerns so that appropriate action can be taken.

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 Training is provided for all staff and volunteers. Induction training includes

- Basic safeguarding information about the school's policies and procedures
- Signs and symptoms of abuse (emotional and physical)
- Indicators of vulnerability to radicalisation

- How to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

3.2 All staff and volunteers who are in regular contact with children will receive basic Level 1 training which is up-dated every year. The Designated Person for Safeguarding will receive refresher training every two years as well as further training at Level 2 and above.

3.3 All staff will receive training or briefings on particular safeguarding issues which are relevant to the school, for example, guns and gangs, forced marriage, female genital mutilation, domestic abuse, child sexual exploitation, trafficking, sexting and preventing violent extremism.

3.4 All staff must ensure that they have read and understood 'KCSIE' (Appendix A). This is a signed document and part of annual basic safeguarding training.

4. Safeguarding/Child Protection Policy & Procedures

4.1 Attendance

4.1.1 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.

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

4.1.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people. The Trust will follow the Local Authority's procedures for 'Children Who May Be Missing/Lost From Education'. When children on roll do not turn up, each school will use a range of procedures and personnel to quickly inform parents, carers, Children's Services and Education Welfare officers. Such procedures may include the use of automatic texts, which informs parents and carers of a child's absence. School staff will also phone parents and carers promptly to ensure that children are safe.

4.1.4 In cases where the family is missing, Children's Services and potentially other agencies (such as the police) will be informed.

4.2 Exclusions

4.2.1 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.

4.3 Vulnerable Groups

4.3.1 We ensure all key staff work together to safeguard vulnerable children. All communication is recorded in CPOMs. Meetings are arranged with key staff to discuss individual cases.

Consequently these meetings may involve a range of staff who are responsible for the child's wellbeing.

- 4.3.2 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
- 4.4.3 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

5 - Case Management, Record Keeping & Multi-Agency Working

5.1 Keeping Records

- Names and contact details of persons with whom the child normally lives
 - Names and contact details of all persons with parental responsibility (if different from above)
 - Emergency contact details (if different from above)
 - Details of any persons authorised to collect the child from school (if different from above)
 - Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
 - If the child is or has been on the Child Protection Plan or subject to a care plan
 - The name and contact details of the child's or family's G.P.
 - Any other factors which may impact on the safety and welfare of the child
- 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)
- 5.1.5 Any incidences pertaining to the child, whether it be related to SEN needs, behaviour, safeguarding etc will be logged on the online CPOMS system.

5.1.6 The General Data Protection Regulation 2018 and Data Protection Act do not prevent or limit the sharing of information to keep children safe. Legal and secure information sharing between schools and relevant agencies is essential for keeping children safe and ensuring they are getting the right support. Consent to share information is not needed if it would place a child at risk to obtain it. Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety of children (Data Protection: Toolkit for Schools, 2018).

5.2 Recording and Reporting Concerns

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

5.3 Informing Parents/Carers

Our approach to working with parents/carers is one of transparency and honesty and 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. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child, unless requested not to by outside agencies. Parents and carers should be given the opportunity to address any concerns raised.

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

5.4 Multi-Agency Working

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

While each school appreciates that it is part of an independent Trust, the schools recognise that it is essential to establish positive and effective working relationships with other agencies who are partners on the Local Authority's Safeguarding Children Board.

(For example, Children's Services, the Early Help Team, Barnardo's, the Police, Health, Children and Adolescent Mental Health Service (CAMHS) or CAPS, CAFCASS and the Education Welfare Service. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.)

5.5 Confidentiality & Information Sharing

5.5.1 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.

5.5.2 Information about children will only be shared with other members of staff on a need to know basis.

5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

5.5.4 The Principles of Sharing Information at Kingsway Community Trust

Staff should use their judgement when making decisions on what information to share and when and should follow organisation procedures or consult with a member of the SLT if in doubt. The most important consideration is whether sharing information is likely to safeguard and protect a child.

5.5.5 Necessary and proportionate

When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act 1998 & GDPR requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

5.5.6 Relevant

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

5.5.7 Adequate

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

5.5.8 Accurate

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

5.5.9 Timely

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

5.5.10 Secure

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

5.5.11 Record

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

5.6 Child Protection (CP), Child In Need (CIN) & Team Around The Child/Family (TAC/TAF) Meetings And Conferences

- 5.6.1 Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible.
- 5.6.2 A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.
- 5.6.3 Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. We aim to send representation to all safeguarding meetings and if unavailable, whether it be due to school holidays we will communicate advice and concerns via a portal seen most suitable for the case and type or meeting.
- 5.6.4 We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/carers. We will use the most up to date proforma.

5.7 Concerns/Disclosures by Children, Staff & Volunteers

- 5.7.1 Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 5.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets. All pupils in school know and are confident who they would talk to if they have concerns. Each school is committed to ensuring that our children are aware of behaviour and attitudes towards them that is not acceptable and how they can keep themselves safe. All pupils know that each school has appointed a, Designated Senior Person (DSP) with responsibility for child protection and know who this is. Pupils are informed of who they might talk to, both in and out of school, their right to be listened to and heard, and what steps can be taken to protect them from harm. The arrangements for consulting with and listening to pupils will be discussed and developed through talks with the school council, peer support schemes and pupil surveys.
- 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 Serious Case Reviews

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

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

6. The Curriculum

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

- 6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.
- 6.2 This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 6.3 There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 6.4 Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.
- 6.5 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation e.g. CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage.
- 6.6 Personal health and social education, philosophy 4 children and religious knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- 6.7 All pupils will know that there are adults in the school who 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.

7. E-SAFETY

Kingsway Community Trust has an E-Learning Policy which recognises that E-safety is a safeguarding issue not an ICT issue.

- 7.1 E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote childrens' 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 We will ensure that appropriate filtering methods are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

- 7.4 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite. Please refer to these policies for specific technologies used and the appropriate staff conduct.
- 7.5 We follow the MSCB guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 7.6 We work with children and parents to promote good practice in keeping children safe online. It is the duty of Kingsway Community Trust to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world. In addition, we will work to increase parental understanding of the online risks that their children may face.
- 7.7 Kingsway Community Trust will ensure the curriculum appropriately educates children and parents about potentially risky online interactions. This will include clear guidelines about the risks of online grooming, peer-on-peer abuse and sexting. Kingsway Community Trust will make every effort to ensure that our parents are up to date about potential new sites that may not be safe for their children. Lead staff for safeguarding will attend all relevant training and ensure that they are aware of current potential risks

8. Safer Recruitment & Selection of Staff

- 8.1 The Trust's safe recruitment policy and processes adhere to the DfE guidance 'Keeping Children Safe in Education' September 2018.
- 8.2 The Executive Headteacher and Trust Board will ensure that all staff and volunteers will have been vetted and checked. Safer recruitment practice includes scrutinising applicants, verifying identities and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and Disclosure and Barring Service and 'right to work in England' checks. All recruitment panels will contain at least one person who has completed safer recruitment training within the given timescale.

The Single Central Register is managed by each School Business Manager. This is in line with statutory changes and underpinned by regulations. The following will apply:

- A DBS Enhanced Disclosure is obtained for all new appointments to the school through the Trust's staffing personnel and payroll team. The DBS Enhanced Disclosures for all staff are renewed on a 3 year cycle.
- All staff new to the Trust will be asked to complete a self-declaration form to obtain information about whether a staff member is 'disqualified by association'. This will be completed at the same stage as the DBS checks. The schools will record the date on which disqualification checks were made and completion will be recorded on the single central record – further guidance on this can be found in the document – Disqualification under the Childcare Act 2006.
- Each school is committed to keep an up to date Single Central Record detailing a range of checks carried out on staff, which will be securely stored, readily accessible by the Executive Headteacher and regularly reviewed as staff leave or join.
- The Single Central Record will be spot checked a minimum of twice a year by the Executive Headteacher and Lead Trustee Personnel separately.
- In line with The School Staffing (England) Regulations 2009 members of the Trust Board have also completed their safer recruitment qualification.
- All new appointments to the Trust who have lived outside the UK will be subject to additional checks as appropriate.
- Each school will ensure that supply staff have undergone the necessary checks and will be made aware of this policy.

- Identity checks must be carried out on all appointments to the Trust before an appointment is made, using the Trust's personnel and payroll team.
- The Trust will ensure that Trainee / Student teachers have all necessary checks carried out. Where applicants are salaried by the schools, each school must carry out a full DBS. Where applicants are fee funded, it is the responsibility of the ITT provider to carry out the checks. Each school will obtain written confirmation from the provider that these checks have been completed.

Trust staff who have successfully a Safer Recruitment in Education Training will be centrally logged.

One of these will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

1. Executive Headteacher
2. Head of School
3. Deputy Headteacher

- 8.3 All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. This is done as part of the induction process.

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. See Trust Allegations Against Staff Policy.
- 9.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 9.3 Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold. (See link to guidance in Appendix D)
- 9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. See Trust Whistleblowing policy or contact Emma Antrobus (Trustee).

10. Safety On & Off Site

Visitors and Site Security

- 10.1 Our schools will extend a warm welcome to all parents, carers and visitors and appreciates the opportunity to work closely with these, to benefit the learning and well-being of our pupils and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls, will ensure that all pupils are fully protected from any malign influences or abuse. All visitors, including visiting speakers, are subject to each school's safeguarding protocols while on site and will be supervised at all times.
- 10.2 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- 10.3 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.
- 10.4 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.

- 10.5 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. Please refer to the Trust Site & Visitors Policy.
- 10.6 We will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared.
- 10.6 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child under the age of 16 on a placement has been subject to the appropriate level of DBS check.
- 10.7 All school trips are fully risk assessed and no child will be taken offsite without parental permission.
- 10.8 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.
- 10.9 For any health and safety issues please refer to the Trust Health and Safety policy

Kingsway Community Trust operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using school facilities to disseminate extremist views or radicalise pupils or staff.

11. APPENDICES

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

APPENDIX A - ‘Keeping Children Safe In Education’ Part 1 - to be read by all staff

‘Keeping Children Safe in Education’ Part one:

Safeguarding information for all staff - What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.
2. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. All school and college staff have a responsibility to provide a safe environment in which children can learn.
8. All school and college staff should be prepared to identify children who may benefit from early help.
9. Any staff member who has a concern about a child’s welfare should follow the referral processes set out in paragraphs 22-35. Staff may be required to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care.
11. The Teachers’ Standards 2012 state that teachers (which includes headteachers) should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school and college staff need to know

12. All staff members should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include:
- The Child Protection Policy;
 - The Staff Behaviour Policy (Sometimes Called A Code Of Conduct); And
 - The Role Of The Designated Safeguarding Lead (Including The Identity Of The Designated Safeguarding Lead And Any Deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

13. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
14. All staff should be aware of the early help process and understand their role in it. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
15. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm that may follow a referral, along with the role they might be expected to play in such assessments.⁴
16. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- Is disabled and has specific additional needs;
 - Has special educational needs (whether or not they have a statutory education, health and care plan);
 - Is a young carer;
 - Is frequently missing/goes missing from care or home;
 - 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; and/or
 - Has returned home to their family from care.
18. **All** school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 42-51 of this guidance.
19. Departmental advice [What to do if you are worried a child is being abused - Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly

helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.

20. Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.
21. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead (or deputy).

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

22. If staff members have **any concerns** about a child's welfare, they will need to decide what action to take. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.
23. If staff have a concern, they should act on it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe. [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports school and college staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.
24. Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy) who will help staff decide what to do next. Options include:
 - Managing any support for the child internally via the school or college's own pastoral support processes;
 - An early help assessment;⁵ or
 - A referral for statutory services,⁶ for example as the child is in need or suffering or likely to suffer harm.
25. If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Early help

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

Statutory assessments

27. If a child is in need or is suffering, or likely to suffer from harm then a referral should be made to local children's social care to consider a statutory assessment.

Children in need

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

Children suffering or likely to suffer significant harm

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

28. In both cases, referrals should be made in accordance with local criteria for action⁷ and follow the local authority's referral process.

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

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

31. The local authority should make a decision, within one working day of a referral being made, about what course of action it is taking and should let the referrer know the outcome. This will include determining whether:

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

32. Staff should follow up on a referral should this information not be forthcoming.

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

34. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

35. If a **teacher**⁸, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex A for further details.

Record keeping

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

Why is all of this important?

37. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly and a lack of challenge to those who appear not to be taking action.⁹

What school and college staff should do if they have concerns about another staff member

38. If staff members have concerns about another staff member, then:

- This should be referred to the Executive Headteacher
- Where there are concerns about the Executive headteacher this should be referred to the chair of Trustees

Staff may consider discussing any concerns with the school's designated safeguarding lead (or deputy) and make any referral via them. Full details can be found in Part four of this guidance.

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

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

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

Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#).

The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#).

Local agencies including the three safeguarding partners should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working together to safeguard children](#).

Local authority children's social care has the responsibility for clarifying the process for referrals (Chapter one of [Working together to safeguard children](#)).

Chapter 1 of [Working together to safeguard children](#).

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#).

Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, Curtain, Road, London EC2A 3N

APPENDIX B Legislation, Statutory Guidance & Ofsted Framework

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

APPENDIX C - Non-statutory Guidance

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

APPENDIX D - MCC & MSCB Policies, Procedures & Guidance

Links to:-

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

APPENDIX E - Links to Other Relevant School/EY Setting/College Policies/Procedures

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

APPENDIX F - Other Relevant Education Department Policies/Guidance

All these are available on the Manchester Schools Hub Website.

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

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
DO (formally 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

Appendix H - GUIDANCE AND PROCEDURES RELATING TO ACTIVITIES AND SERVICES

In the course of preventing abuse to children, each school has established guidance and procedures related to activities and services:

1. **Use of photography, video recording, image recording, mobile phone cameras (including audio recording devices)**

There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of children and young people.

The Trust will make full use of current best practice and follow guidelines from, for example, the DfE and other professional organisations to fully protect the safety of its children.

2. Photography of any kind is only allowed with authorisation from the Executive Headteacher. Mobile phone cameras and recording devices are **not** permitted to be used within the school unless specifically authorised.

When using professional photographers or inviting the press to a school activity, each school will:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to children or one-to-one photo sessions at events

Parents, carers and spectators intending to photograph or video at an event will be required to follow the school's guidelines regarding the appropriateness of photographs.

Young people and their parents will be advised to report any concerns to the event organiser or member of staff. Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern.

Staff use of pupil images: Conscious that there is a need to safeguard children, staff will make prudent use of pupil images obtained as a normal part of school life. The transmission of any images of pupils will be carefully reviewed, seeking the approval of the Executive Head or Head of School beforehand.

3. **Organised photographic opportunities**

The majority of promotional and press releases will be organised through the school senior leadership team. These are generally agreed by both parties in advance. Each school will undertake not to use a child's image unless written consent is obtained from parents or carers for both the taking and publication of films or photographs.

Appendix I - Lead Trustee Safeguarding (to include Prevent)

- To be a champion for LAC in the Trust on behalf of the Board
- To ensure that the schools are prepared to receive LAC
- To ensure that the Trust Board monitors provision and progress for LAC in the school
- To meet regularly with the Designated staff for Looked After Children in order to monitor the school's policies and procedures for working with LAC.
- To confirm that the designated member of staff is appropriately qualified and that there is a clear relationship with the Senior Leadership Team.
- To report to the governing body on any issues arising.
- To ensure that the Trust Board annually discusses the attainment of LAC as part of the annual round of target setting.
- To ensure that Personal Education Plans are in place for all LAC and are regularly reviewed.
- To ensure that the school has effective procedures for communication with the Carers of Looked After Children.
- To ensure that there is adequate training and support for staff to meet the needs of LAC and that there are effective communication systems within the school.
- To discuss the way that the school accesses multi agency support to ensure the needs of LAC are met.
- To ensure that, if the school does not have any LAC currently, it is well prepared to meet needs which may arise.

Appendix J - definitions are from Keeping Children Safe in Education

The following definitions are from Keeping Children Safe in Education (September 2016)

Significant Harm

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

Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. The activities may 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). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix K - A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The school is a place where 'Every Child Matters'.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- Appropriate policies and procedures are in place, understood and implemented by all staff.
- The school takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate risk assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in EOTAS is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school is trained in safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULM

- The Trust's PSHE & C curriculum is effectively implemented by all staff and pupils.
- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities
- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the internet. This includes tackling issues leading to grooming, child sexual exploitation and radicalization and extremism.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

INDICATORS OF VULNERABILITY TO RADICALISATION

- Pupil is distanced from their cultural/religious heritage and experience
- Pupil demonstrates discomfort about their place in society
- Pupil may be experiencing family tensions at home
- Low self esteem and sense of isolation.

- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage.

Appendix L Further information on specific safeguarding issues

DOMESTIC ABUSE

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

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

Information about domestic abuse and its effect upon children and young people will be incorporated into staff safeguarding and child protection training and briefings and the Trust's safeguarding policy and procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

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

FORCED MARRIAGE

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

Information about Forced Marriage will be incorporated into staff safeguarding and child protection training and briefings and the Trust's Safeguarding Policy will be used to protect a victim or potential victim of forced marriage.

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

FEMALE GENITAL MUTILATION

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

Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies. We recognise that this is an issue affecting girls in the primary age range and as such are vigilant around this.

PREVENTING RADICALISATION AND VIOLENT EXTREMISM

Kingsway Community Trust values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Kingsway Community Trust seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far right/neo nazi, white supremacist ideology, Islamist

ideology, Irish nationalist and loyalist paramilitary groups and extremist animal rights groups

Kingsway Community Trust is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies including Children's Services and Channel.

Kingsway Community Trust

Safeguarding Policy

Dated: September 2018

I (print name) have **read and understood fully**, the Kingsway Community Trust Safeguarding policy.

I have been given the opportunity to ask any questions from EHT / HoS / DHT.

I have read the document 'Keeping Children Safe in Education' (link below) and know that these guidelines affect our policy.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Signed:

Date:

School:

