



St Margaret Mary's RC Primary School Safeguarding & Child Protection Policy 2020-2021

Our Mission:

We try to follow Jesus in everything we do.

We help everybody in our school family, and we try to let our light shine as the light of Jesus shines.

Everyone at St. Margaret Mary's is special. We feel happy and safe.
We are encouraged to value ourselves and each other in an atmosphere of
trust, good humour, acceptance and enjoyment.

Saint Margaret Mary's school is where we come to learn through exciting and fun lessons. We try to always be
welcoming and caring to all. We want to do our best, even if we find it difficult.

Author	M. Sutton / M. Handrick
Date agreed by Governing Body	July 2020
Review Date	Annually
Chair of Governors	A Ager

Safeguarding & Child Protection Policy

Key personnel and contact details

St Margaret Mary's RC Primary School	
The Headteacher who has the ultimate responsibility for safeguarding is Matt Sutton	
In their absence, the authorised member of staff is Mairead Handrick , Deputy Headteacher and Designated Safeguarding Lead.	
Mr Sutton and Ms Handrick can be contacted on 0161 681 1504 , as can all other key staff.	
Other key staff and roles	
Name	Role
Amanda Heaton	Assistant Headteacher
Laura Burton	Inclusion Manager
NAMED GOVERNOR * for Safeguarding and Prevent	
Rachel Walsh	

Summary of procedure if you have a concern

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 Manchester Social Services and refer the situation on - contact number: **0161 2345001**

Further advice line numbers are:

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

*Early Help Hubs: North **0161 234 1973***

*National Society for the Prevention of Cruelty to Children (NSPCC): **0808 8005000***

*Manchester Local Authority (LA) Safeguarding in Education Team: **0161 245 7171***

*Oldham Safeguarding Team (MASH) **0161 770 7777***

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 Matt Sutton (Designated Safeguarding Lead) immediately.
- If unavailable, speak with Mairead Handrick (Deputy Headteacher)
- If the allegation is that it is a member of the school staff that has harmed a child then you

must inform either: Matt Sutton (Headteacher) or Mairead Handrick (Deputy Headteacher). 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 Centre number: 0161 234 5001.
 - Multi-Agency Safeguarding Hub (MASH) Helpline: 0161 219 2895.
 - Oldham Safeguarding Team (MASH) 0161 770 7777
 - Early Help Hubs: North 0161 234 1973
 - National Society for the Prevention of Cruelty to Children (NSPCC): 0808 800 5000.
- If your concern is about a the headteacher then you should contact: the chair of governors, Angela Ager, via the school office, who will then contact the Manchester

Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding procedures 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 Matt Sutton, Headteacher.

Where the concern relates to the Headteacher or the individual raising the concerns feels it would not be properly handled, they should report the concern to Angela Ager, Chair of the 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 Manchester City Council Internal Audit. E-mail your concerns to Internal Audit at:

whistleblowing@manchester.gov.uk or by telephone, whistleblowing hotline on **0161 234 5280**

INTRODUCTION

This policy has been developed to ensure that all adults in St. Margaret Mary's RC Primary School are working together to safeguard and promote the welfare of children and young people. This policy is to be approved by the Full Governing Body at their summer meeting July 2020 and will be reviewed annually.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours, which are contrary to these fundamental values and the ethos of the school, will be vigorously challenged.

The Headteacher or, in his absence, Deputy Headteacher, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of St. Margaret Mary's RC Primary School. This policy complements and supports other relevant school and Local Safeguarding partnership policies (Appendix A) including 'Keeping Children Safe in Education' (Sept 2020), 'Working Together to Safeguard Children', 'What to do if you're worried a child is being abused.' and COVID-19: safeguarding in schools, colleges and other providers

Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children (July 19)', St. Margaret Mary's RC Primary School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

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 2020)

ETHOS

St. Margaret Mary's RC Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children', to implement policies, practices and procedures which promote safeguarding, and the emotional and physical well-being of children, young people and staff. The school is committed to supporting the delivery of effective early help using the Multi- Agency Levels of Need and Response Framework. 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 childcare and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self- motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups.

St. Margaret Mary's RC Primary School will exercise diligence and prevent any organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils and staff.

CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability and family circumstances. To ensure that all our pupils receive equal protection, we will give special consideration to children who are:

- Pupils who require a social worker
- Pupils who require mental health support
- Disabled or have special educational needs
- Young carers
- Affected by parental substance misuse, domestic violence or parental mental health needs
- Do not have English as a first language
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of child sexual exploitation (CSE)
- At risk of child criminal exploitation (CCE)
- At risk of female genital mutilation (FGM)
- At risk of forced marriage
- At risk of being drawn into extremism.
- County Lines (See KCSiE 2020 Guidance)

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

EARLY HELP (In conjunction with Manchester Early Help Strategy)

The school recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children, which may help to identify that they would benefit from early help.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police), the schools will use the 'Early Help' Process to complete an early help assessment and identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The school is committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help;
- undertake an assessment of the need for early help, using the early help assessment and
- provide targeted early help services to address the assessed needs of a child and their family, developing a plan that will focus on activity to improve the child's outcomes.

The school will be particularly alert to the potential need for early help for any child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental ill health, domestic abuse;
- is showing early signs of abuse and/or neglect; and/or
- is particularly vulnerable in any of the ways identified in the 'children who may be particularly vulnerable' section above.

The early help process can only be effective if it is undertaken with the agreement of the child's parents/guardians. The early help offer should involve the child and family as well as all the professionals who are working with them. Key staff are trained to undertake an early help assessment, including the designated safeguarding leads

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help or the early help assessment being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to the relevant local authority children's' social care departments may be necessary.

THE CURRICULUM

All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.

Personal, social and health education, citizenship and religious education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

RSE (Relationship and Sex Education) will support children in embracing the challenges of creating a happy and successful adult life, pupils gain the knowledge and understanding that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

St. Margaret Mary's RC Primary School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, CEE, radicalisation, extremism and forced marriage.

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

ATTENDANCE & EXCLUSIONS

St. Margaret Mary's RC Primary School views non-attendance as a safeguarding issue and in accordance with the school's attendance policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

The attendance policy identifies how individual cases are managed and how we work proactively with parents/guardians to ensure that they understand why attendance is important. In certain cases, this may form part of an early help assessment or a parenting contract. 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 school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs.

The designated safeguarding lead (DSL) will be informed 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 may 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.

KEEPING RECORDS

St. Margaret Mary's RC Primary School will 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 school record will also include a chronology of any other significant event in a child's life.

ROLES AND RESPONSIBILITIES

The Governing Body of St Margaret Mary's RC Primary School will ensure that:

- A member of the governing body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated safeguarding lead.
- An appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection.
- The designated safeguarding lead and any deputies undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.
- The school's safeguarding policy is regularly reviewed and updated, and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education 2020' and Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- That the school co-operates with appropriate agencies and risk-based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

The 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.
- Safe recruitment and selection of staff and volunteers is practiced.
- Sufficient time and resources are made available to enable the DSL to discharge their responsibilities,

including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.

- All staff and volunteers should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. As part of this training, staff learn/update their knowledge on the four kinds of abuse: physical abuse, emotional abuse, sexual abuse and neglect. (Appendix D)
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- That the safeguarding and child protection policy is available on the schools' web-site.
- That the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.
- That parents/guardians are aware of and have an understanding of the schools' responsibilities to promote the safety and welfare of its pupils by making its obligations clear.

The **designated senior safeguarding lead** (DSL) has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the schools. This person is the Headteacher or in his absence the Deputy Headteacher. The designated safeguarding lead will:

- Act as the first point of contact with regards to all safeguarding matters. During term time, the designated safeguarding lead and or deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- Attend DSL refresher training every two years. In addition to their formal training, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- Provide support and training for staff and volunteers.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Ensure that all staff and volunteers understand and are aware of the schools' reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Ensure that the school's actions are in line with the current Manchester Safeguarding Partnership procedures.
- Support staff to make effective referrals to the relevant local authority children's social care department and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to children's social care and any other agencies related to safeguarding children.

- Manage and keep secure the school's safeguarding records.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school, keeping a copy of the file.
- Liaise with the Headteacher/key staff about any safeguarding issues.
- Ensure that the safeguarding policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning safeguarding.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Work with local authorities to promote the educational achievement of registered pupils who are looked after.
- Have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

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 ensure that they:

- Provide a safe environment where children can learn.
- Are 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.
- Follow the expectations of the safeguarding policy, KCSIE (2020) 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

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

SAFE RECRUITMENT AND SELECTION OF STAFF

The schools' recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" September 2020.

The Headteacher and Governing Body will ensure that all external staff and volunteers using the school site will have been vetted and checked.

WORKING WITH OTHER AGENCIES

St. Margaret Mary's have developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify social care if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of more than three days from school of a pupil who is subject to a child protection plan
- It has been agreed as part of any child protection plan or core group plan.

CONFIDENTIALITY AND INFORMATION SHARING

Staff ensure that confidentiality protocols are followed, and information is shared appropriately. The Headteacher or designated safeguarding lead discloses any information about a pupil to other members of staff on a need to know basis only.

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

TRAINING FOR STAFF AND VOLUNTEERS

In accordance with "Keeping Children Safe in Education – September 2020" all staff will receive training at induction.

All staff should receive appropriate child protection training which includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional, physical and sexual), indicators of vulnerability to radicalisation, mandatory reporting responsibilities re: FGM, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, record keeping procedures.

The Designated Safeguarding Lead for Safeguarding will receive refresher training every two years.

In addition, all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

RECORDING AND REPORTING CONCERNS

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

- Speak to the designated safeguarding lead or the person who acts in their absence. This must be done immediately the concern is raised.
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern in writing using the school's safeguarding recording system (Appendix E) and ensure that the DSL or a member of the safeguarding team has been informed

SUBMITTING CHILD PROTECTION REFERRALS

All child protection referrals should be made to the Manchester Children's Service Contact Centre by telephone on 0161 234 5001 or Oldham Safeguarding Team (MASH) 0161 770 7777 depending on home address.

If staff are ever concerned that a child is in immediate danger, they will contact the Police by dialling 999.

INFORMING PARENTS/GUARDIANS

Our approach to working with parents/guardians 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/guardians. In most cases parents and guardians will be informed when concerns are raised about the safety and welfare of their child. Parents and guardians should be given the opportunity to address any concerns raised.

Parents and guardians will be informed if a referral is to be made to the Children's Social Care Service or any other agency.

Parents/guardians will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead or Headteacher will seek advice from Manchester Children's Social Care.

E-SAFETY

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

The internet is an essential element in 21st century life for education, business and social interaction and St. Margaret Mary's School have a duty to provide children and young people with quality access as part of their learning experience.

It is the duty of St. Margaret Mary's School to ensure that every child and young person is in its care is safe and this applies equally to the 'virtual' or digital world.

St. Margaret Mary's School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

St. Margaret Mary's School have an acceptable use policy (AUP). Where both staff and children have access, it will be necessary for us to have separate AUPs for staff and pupils. The AUPs cover the use of all technologies used.

The school follows the MSCB guidelines 'Safeguarding online guidelines for minimum Standards.'

CHILD CRIMINAL EXPLOITATION (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

CHILD SEXUAL EXPLOITATION (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact

(penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

PEER ON PEER ABUSE

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying, harmful sexual behaviour or upskirting.

Please see KCSiE 2020 guidance.

Our school will use the sexual behaviours traffic light tool by the Brook Advisory Service to help professionals assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool.

Guidance on responding to and managing sexting incidents can be found at:
<http://www.thegrid.org.uk/info/welfare/childprotection/reference/index.shtml#sex>

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum, which develops students understanding of acceptable behaviour and keeping themselves safe.
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develops robust risk assessments where appropriate.
- Has relevant policies in place (e.g. behaviour policy).

All visitors, including visiting speakers, are subject to the school safeguarding protocols while on site and will be supervised at all times.

PREVENTING RADICALISATION AND EXTREMISM

Protecting children from the risk of radicalisation is seen as part of St. Margaret Mary’s wider safeguarding duties. It is acknowledged that it is similar in nature to protecting children from other forms of harm and abuse and the importance of early intervention by our schools. We follow the guidance set out in Keeping Children Safe in Education 2020.

St. Margaret Mary’s School can produce evidence to show fulfilment of the Prevent Duty in the 5 duty areas (Leadership and Management, Risk Assessment, Working in Partnership, Staff Training, and IT Policies). We also support our children to be resilient against radicalisation.

We have named leads for Prevent on the school’s SLT and governing body. Prevent is part of the safeguarding role of our Designated safeguarding lead. We have conducted a risk assessment to ensure that we give ‘due regard’ to all areas of the duty. We do not have a specific policy on Prevent but have ensured that it is embedded into all other appropriate school policies. We have clear procedures in place for protecting

children at risk of radicalisation. These procedures are set out in this safeguarding document and other existing policies where relevant.

We work in partnership with others including the Channel, Local Authority and MSCB to share concerns and improve practice in this area. We regularly review our IT policies in school to ensure that IT use across our schools is safe. Children and young people are supported to know how to stay safe on line and when accessing social media both in and out of school.

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

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

St. Margaret Mary's School seek to have effective engagement with parents and families in order to work in partnership to protect our children and young people.

CHANNEL

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

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 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 them schools' Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

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.

OPERATION ENCOMPASS

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

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 guidance, is treated as such by our school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

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

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

SO-CALLED 'HONOUR BASED' VIOLENCE

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

All forms of so called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern.

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.

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

Further statutory guidance has been issued under Section 5c (1) of the Female Genital Mutilation Act 2003 “Multi Agency Statutory Guidance on Female Genital Mutilation – April 2016”.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

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

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

PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children’s home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases, so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/guardians.

MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

The school follows the government guidance 'Keeping children safe in education', September 2020 when dealing with allegations made against staff and volunteers.

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

Staff who are concerned about the conduct of a colleague, including visiting professionals and volunteers, towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's Staff Code of Conduct – to the Headteacher; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school.

As a first step, staff should normally raise concerns with their immediate manager or the Headteacher if staff feel uncomfortable in discussing the issue with someone working in close proximity to them. Staff may choose to raise the concern in writing, but it is helpful to all concerned if an initial and informal discussion can take place in the first instance. This depends, however on the seriousness and sensitivity of the issues involved and who is thought to be involved in the malpractice.

When an allegation is made against a member of staff, set procedures must be followed. This involves the DSL making a referral to the Manchester Designated Officer (Formally LADO) at quality.assurance@manchester.gcsx.gov.uk It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension the school will provide support and a named contact for the member of staff.

As stated above, all allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of Governors.

Staff may also report their concerns directly to the Police or Manchester Children's Service Contact Centre if they believe direct reporting is necessary to secure action. The full procedures for dealing with allegations against staff can be found in Part 4 of Keeping Children Safe in Education 2020.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the Police.

In accordance with Keeping Children Safe in Education 2020, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

Any concern 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.

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

SERIOUS CASE REVIEWS

The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

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

If required St. Margaret Mary's School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

BOOKINGS

St. Margaret Mary's School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the schools' facilities to disseminate extremist views or radicalise pupils or staff.

APPENDIX A School Policies:

- Allegations of Abuse Against Staff
- Anti-bullying
- Attendance
- Behaviour Management including exclusions
- E-Safety
- Equality and diversity
- Equal Opportunities
- Extended Schools Activities
- Health and Safety

- Intimate Care
- Letting to external organisations
- Looked After Children
- Physical Interventions/Restraint
- Sex and Relationships Education
- School Trips
- Special Educational Needs
- Staff Code of Conduct
- Supporting Pupils with medical conditions
- Whistleblowing

For further safeguarding information, guidance and policies on the following please visit Manchester Safeguarding Partnership website <https://www.manchestersafeguardingpartnership.co.uk/resource-hub>

- E-Safety Policy
- Child Sexual Exploitation
- Forced Marriage
- Domestic Abuse
- Guns and Gangs
- Managing Allegations and Concerns against Staff and Volunteers
- Missing from Home and Care
- Private Fostering
- Preventing Violent Extremism
- Safe Staffing and Recruitment

APPENDIX B

The following definitions are from Working Together to Safeguard Children (2020)

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include

neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX C

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 Multi Agency Levels of Need and Response Framework is embedded.
- Effective School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting 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/setting 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 school has an attendance policy which includes staff responsibility
- The progress and attendance of pupils in alternative provision is 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 safeguarding lead 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 organisational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- 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 including, racist, homophobic and cyber-bullying. This includes tackling issues leading to grooming and child sexual exploitation and radicalisation.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/GUARDIANS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/guardians.
- 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, sexual exploitation, radicalisation or criminal activity as crime and disorder issues but as a 'children in need issue' and works closely with other partner agencies to safeguard 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

The schools policy of referral and reporting follows the expectations laid out in KCSIE 2020

Actions where there are concerns about a child



