Greater Manchester Education Trust

SAFEGUARDING POLICY

V1.3

Whalley Range 11-18 High School		

The Academy Headteacher who has the ultimate responsibility for safeguarding is Mr M Lea.

In her absence, the authorised member of staff is Mrs M Connolly.

KEY SCHOOL STAFF & ROLES

Name	Role	Contact Details
Mrs M Connolly	Deputy Headteacher and **Designated Safeguarding Lead**	01618619727 Ext 103
Ms S Allen	Senior Child Protection Officer	01618619727 Ext 128
Ms H Kaira	Child Protection Officer	01618619727 Ext 225
Mrs S Mackenzie	Child Protection Officer	01618619727 Ext 141
Mrs S Zarar	Assistant Headteacher/ SENCO/DT	01618619727 Ext 125
Ms A McDonald	Assistant Headteacher/SENCO/DT	01618619727 Ext 126
Tracy Knowles	School Health Nurse	tracey.knowles@mft.nhs.uk 07980062904

NAMED GOVERNOR for Safeguarding & Prevent	Contact Email
Mr K Ross	safeguardinggovernor@wrhs1118.co.uk

Levenshulme High School
The Academy Headteacher who has the ultimate responsibility for safeguarding is Mr N Johnson (Alex Fair from January 2026). In his absence, the authorised member of staff is Mrs M Dean

KEY SCHOOL STAFF & ROLES

Name	Role	Contact Details
Mr Alex Fair	Headteacher	0161 224 4325 Ext 2213
Mrs L Schofield	Senior Child Protection Officer Deputy Designated Safeguarding Lead	0161 224 4625 Ext 2223
Mrs R Young	Child Protection Officer	0161 224 4625 Ext 2242
Ms K Rice	SENCO	0161 224 4625 Ext 2211
Mrs J Reid	Student Services	0161 224 4625 Ext 2212
Miss C Campbell	Inclusion Administrator	0161 224 4625 Ext 2251
Ms A Stanislawek	School Health Advisor	0161 946 8239

NAMED GOVERNOR for Safeguarding & Prevent	Contact Email
Ms Betsy Sara	safeguardinggovernor@levenshulmehigh.co.uk

The East Manchester Academy		

The Academy Headteacher who has the ultimate responsibility for safeguarding is Ms J Bowen.

In her absence, the authorised member of staff is Ms G Houghton.

KEY SCHOOL STAFF & ROLES

Name	Role	Contact Details
Miss J Bowen	Headteacher	j.bowen@temac.co.uk
Ms G Houghton	Deputy Headteacher – DSL & **Designated Teacher**	g.houghton@temac.co.uk
Miss A Buckley	Student Services Safeguarding Lead	a.buckley@temac.co.uk
Mrs R Evans	Safeguarding and SEND Administrator	r.evans@temac.co.uk
Ms Y Oldham	Student & Family Support Worker	y.oldham@temac.co.uk
Miss B Moules	Assistant Headteacher – Director of Inclusion (SENDco)	b.moules@temac.co.uk
Mrs H Ingram	Assistant Headteacher – Director of Inclusion (SENCo)	h.ingram@temac.co.uk
Mrs J Mulligan	School Nurse	julie.mulligan2@nhs.net

NAMED GOVERNOR for Safeguarding & Prevent	Contact Email
Fiona O'Sullivan	safeguardinggovernor@temac.co.uk

Parrs Wood 11-18 High School		
The Academy Headteacher who has the ultimate responsibility for safeguarding is Mr McElwee. In their absence, the authorised member of staff is Miss E Foster.		
KEY SCHOOL STAFF & ROLES		
Name	**Role**	**ContactDetails**
Mr M McElwee	**Headteacher**	m.mcelwee@pwhs.co.uk
Miss E Foster	**Designated Safeguarding Lead**/Assistant Headteacher	e.foster@pwhs.co.uk
Mrs J Mannion	Designated Safeguarding Lead	j.mannion@pwhs.co.uk
Mrs D Gott	Designated Safeguarding Lead	d.gott@pwhs.co.uk
Mr K Brereton	Designated Safeguarding Lead	k.brereton@pwhs.co.uk
Miss Kellie Clark	Designated Safeguarding Person and Family Liaison Officer	k.clark@pwhs.co.uk
Catherine Doherty	SENCO	c.doherty@pwhs.co.uk
Anna Davies	School Nurse	a.davies@pwhs.co.uk
NAMED GOVERNOR for Safeguarding & Prevent	Contact Email	
Mr P Allen	safeguardinggovernor@pwhs.co.uk	

Other Key members of staff have been trained to the level of DSL to support as and when required.

GMET Safeguarding Trustee: Mr T McDonald

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

- All adults working in school should report any safeguarding concerns about a child immediately using the CPOMS system
- If a young person is in immediate danger, dial 999 and ask for the police
- You can also directly inform the relevant external agencies via the following numbers: Social Care Advice and Guidance Services Helpline: **0161 234 5001**,
  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** NSPCC helpline for both children and adults who are victims of sexual abuse in schools. This includes how to contact the police and report crimes if they wish: **0800 136 663**
  MCC Safeguarding in Education Team: 0161 245 7171 or at safeguardingedu@manchester.gov.uk

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;

- To contact the Academy Headteacher directly and immediately via email
- If the allegation is about the Headteacher, contact the Chief Executive Officer directly and immediately via email at d.owen@gmetrust.org
- If the allegation is about the Chief Executive Officer, contact the Chair of the Trust Board directly and immediately via email at cllr.suzannah.reeves@manchester.gov.uk
- You can also contact directly the Manchester LA Designated Officer (LADO) on **0161 234 1214** or at qualityassurance@manchester.gov.uk

The NSPCC Whistleblowing Helpline (0800 028 0285) or via email at help@nspcc.org.uk is available for staff who do not feel able to raise concerns regarding Child Protection failure internally.

Approval History

Approved By:	Date of Approval	Version Approved	Comments
Trust Board	20.10.22	1.0	
JCNC	21.10.22	1.0	
Trust Board	14.10.25	1.3	

Revision History

Revision Date	Previous Revision Date	Summary of Changes	Owner/Editor
17/10/2023		Page 2 - School Health Nurse name and contact change for WRHS	Gemma Davies, WRHS
09/09/2024		Contacts for each academy updated and KCSIE Part 1, 2024 added as an appendix	Bernie Gallagher, LHS
12/09/2025	09/24	Contacts for each academy updated. Changes referenced to KCSiE 2025	Moressa Connolly, WRHS

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INTRODUCTION

1.0 PURPOSE OF THE POLICY

This policy has been developed to ensure that all adults in our schools and in any off-site provision that has our URN number 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.

The guidance should be read alongside:
- Statutory guidance Working Together to Safeguard Children;
- Departmental advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners; and
- Departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

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. We are aware that children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We also recognise that students who are non-verbal will need other strategies in order to explore how they think and feel. This has been a particular OFSTED/DfE focus None of this should prevent staff from having professional curiosity and making referrals if they have concerns about a child.

We ensure a whole school approach to ensure safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

Our approach is child-centred, and all systems, processes and policies operate with the best interest of the child at their heart.

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

No single practitioner 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.' (KCSIE September 2024)

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

- ▶ Abuse & Neglect - including physical, emotional & sexual abuse and neglect
- ▶ Channel
- ▶ Child Abduction and Community Safety Incidents

- ▶ Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images
- ▶ Child Criminal Exploitation
- ▶ Child Sexual Exploitation
- ▶ Children and the Court System
- ▶ Children Missing from Education
- ▶ Children Who Are Lesbian, Gay, Bi or Trans (LGBT)
- ▶ Children with Family Members in Prison
- ▶ County Lines
- ▶ Cybercrime
- ▶ Domestic Abuse
- ▶ Early Help
- ▶ Elective Home Education
- ▶ Homelessness
- ▶ Human Rights Act, Equality Act 2010 & Public Sector Equality Duty
- ▶ Looked After Children and Children Open to Or Who Have Been Open to a Social Worker
- ▶ Mental Health
- ▶ Modern Slavery and The National Referral Mechanism
- ▶ Online Safety, including Education at Home
- ▶ Prevent Duty
- ▶ Preventing Radicalisation
- ▶ Serious Violence
- ▶ Sexual Violence and Sexual Harassment Between Children in Schools and Colleges
- ▶ So-Called 'Honour-Based Abuse' Including Female Genital Mutilation & Forced Marriage & Breast Ironing

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

Safeguarding and promoting the welfare of children is defined as:

- • providing help and support to meet the needs of children as soon as problems emerge

- • protecting children from maltreatment, whether that is within or outside the home, including online

- • preventing the impairment of children's mental and physical health or development

- • ensuring that children grow up in circumstance consistent with   the provision of safe and effective care

- • taking action to enable all children to have the best outcomes.

KCSiE Part 1.3

1.1 Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and are committed to the statutory guidance set out in 'Working Together to Safeguard Children December 2023 ' and 'KCSiE 2025'. Our policy ensures that we comply with our Statutory Duties (Appendices A & B)

1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children's Services and Community Safety (MCC)

1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix D&F)

1.4 Our policy complements and supports other relevant school policies (Appendix E*).*

1.5 Our policy is regularly reviewed, and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

Schools in the Trust strive 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 2023' and 'What to do if you are Worried a Child is Being Abused Advice for Practitioners' implements practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.

The Trust recognises that children with Special Educational Needs and Disabilities, those attending Alternative Provision and those that are ill and not able to attend school, can face additional safeguarding challenges.

Risks [of harm] can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with a member of staff.

The Trust recognises that mental health can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The Trust recognise that children you are young carers, often face additional pressures that may put them at further risk of exploitation.

The Trust recognise that their may be an impact on children of their parental circumstances, whether that be financial, poor physical, emotional or mental health or

other reasons that may make it more difficult for the child to access their education, hence making them vulnerable.

The Trust is 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 Manchester Early Help Strategy 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 mental and emotional health and wellbeing, 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.

Access to extracurricular activities will provide opportunities to develop self-esteem and self-motivation and to help students respect the rights of others, particularly those groups who may be considered a minority.

Schools in the Trust will exercise diligence and prevent any organisation or speaker from using the schools' facilities to disseminate extremist views or radicalise students and staff.

2.0 ROLES & RESPONSIBILITIES

It is the responsibility of all staff to immediately report using the school reporting system (CPOMS) any concerns that they have about a child.

Section 175 of the Education Act 2002, and the Education (Independent School Standards) Regulations 2014 place a duty on the boards of maintained school academy trusts to ensure that they:

2.1 The Trust will:-

- Execute its functions with a primary focus on safeguarding and promoting the welfare of all children.

- Appoint a suitably qualified and trained trustee to provide strategic oversight and quality assurance of safeguarding across the Trust.

- Facilitate regular and effective communication between the trustee responsible for safeguarding and the safeguarding governor of each Local Academy Committee.

- Implement a comprehensive programme of quality assurance to guide and inform the work of the trustees.

Reference: Safeguarding Trustee and Governors – Role Description (*Appendix F*)

Each **Academy Headteacher** must ensure that:

- The policies and procedures adopted by the Academy Committee/Academy Trust to safeguard and promote the welfare of children are fully implemented and followed by all staff, including supply teachers, volunteers, contractors and visitors.

- These policies are regularly reviewed and updated in line with local practice, DfE guidance, statutory changes (KCSiE), and Manchester LA requirements.

- All staff and volunteers understand and comply with our Code of Conduct.

- Safeguarding policies and procedures are evaluated at least annually.

- The Safeguarding Self-Evaluation (SEF) is completed using the S175 online tool and submitted to the Local Authority.

- The completed SEF and Action Plan are shared with local governing body members annually for quality assurance.

- To work with the Local Authority to ensure the policies remain consistent with LA and DfE guidance.

- A senior member of staff, known as the DSL, is appointed with a clear job description and lead responsibility for safeguarding and child protection.

- The DSL receives ongoing training, supervision and support, and is allocated sufficient time and resources to discharge their duties effectively.

- The Academy Headteacher and safeguarding staff are fully aware of the Academy's role in multi-agency safeguarding arrangements, including:
  - Manchester Safeguarding Partnership (MSP)
  - Manchester City Council Safeguarding Arrangements
  - Child Death Review partnership arrangements

- To work together with appropriate relevant agencies to safeguard and promote the welfare of local children, identifying and responding to their needs.

- The Academy Headteacher/Safeguarding Staff will attend Initial Child Protection Conferences (ICPCs), Review Child Protection Conferences (RCPCs), and Strategy Meetings, including during academy holidays and out-of-hours.

- The Academy Headteacher ensures procedures for the referral of cases of suspected abuse and neglect are clearly understood and followed by all staff.

- The Academy Headteacher is fully aware of statutory guidance in Keeping Children Safe in Education (KCSiE), including:
  - The duty to p provide early help when additional needs are identified (KCSiE 2.112).
  - The requirement to allow access for children's social care to conduct or

consider Section 17 or Section 47 assessments (KCSiE 2.113).

- **Allegations Against Staff:**
    - o The Academy Headteacher acts as the main point of contact for the Local Authority Designated Officer (LADO).
    - o Allegations against staff are managed in line with statutory guidance.
    - o Where a staff member is dismissed or leaves due to risk of harm to a child, the Academy Headteacher ensures a referral is made to the Disclosure and Barring Service (DBS) and, where a crime may have been committed, to the police.
    - o Parents/carers are made aware of the academy's safeguarding responsibilities and statutory obligations.

- The Safeguarding and Child Protection Policy is published on the academy website, included in the staff and volunteer handbooks.

- Child-friendly safeguarding information (e.g. posters, leaflets, accessible resources) is available so children know how to raise a concern or make a disclosure.

- The Academy Headteacher ensures a culture in which staff, volunteers and visitors feel confident to raise concerns about unsafe practice, and such concerns are addressed sensitively and effectively.

- Clear escalation procedures are in place for concerns, including arrangements for out-of-hours and academy holidays.

- Any staff commissioned from external agencies/organisations have been DBS checked and their employers have safeguarding policies in place, including safer recruitment practices and annual safeguarding training appropriate to their roles.

- A risk assessment is completed for all volunteers.

- Visitors interacting with children must complete the Visitors' Safeguarding Form, checked by the DSL and Academy Headteacher.

- Additional visitor procedures ensure there is no risk to children, including:
    - o Assessing the educational value of visits/sessions.
    - o Ensuring age appropriateness of materials delivered.
    - o Preventing extremist or radicalising content from being disseminated.

2.2 Each Local Academy Committee will ensure that:

The Academy Committee has a strategic responsibility to ensure that safeguarding arrangements in the school are effective, robust, and compliant with statutory guidance. Governors play a key role in promoting a **whole-school approach** to

safeguarding, ensuring that all systems, policies, and processes operate with the best interests of the child at heart.

Key Responsibilities:

1. **Training and Knowledge:**
    a. All members of the Academy Committee / IMB **must read the most recent publication of Keeping Children Safe in Education (KCSIE)** in its entirety.
    b. All members receive appropriate safeguarding training to provide strategic oversight, challenge, and assurance that safeguarding is effective across the school.

2. **Designated Safeguarding Governors**
    a. A named governor is identified as the **Designated Safeguarding Governor (and PREVENT).**
    b. These governors receive training and liaise closely with the **DSL** to ensure that safeguarding systems and procedures are implemented effectively.
    c. The **Designated Safeguarding Governor** provides **termly reports** to the Trust Board on safeguarding activity, including emerging issues, trends, and school data.

3. **Whole School Approach**
    a. Governors ensure that safeguarding policies and procedures are well-promoted, easily understood and accessible to children and staff.
    b. Children are able to report concerns confidently and safely, knowing that they will be taken seriously and supported.
    c. Governors oversee that all staff contribute to safeguarding, and that a culture of vigilance and protection is embedded across the schools

4. **Policy Oversight**
    a. The school's **Safeguarding Policy and Staff Code of Conduct** are reviewed at least annually.
    b. Staff are given the opportunity to contribute to and shape safeguarding arrangements.
    c. Addenda or appendices may be added during periods of crisis to reflect changing circumstances.
    d. Governors ensure the **Behaviour Policy** includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.

5. **Safer Recruitment**
    a. The Academy Committee ensures safer recruitment practices in line with **KCSiE Part Three**.
    b. This includes appropriate reference checks, DBS checks and online searches for shortlisted candidates.
    c. At least one senior leader on each recruitment panel has completed **safer recruitment training**.
    d. Governors ensure that existing staff undergo appropriate checks, including self-declarations of new convictions, and that DBS renewals

occur every three years in line with local agreements.

6. **Managing Allegations**
    a. Procedures are in place for handling allegations against staff, supply teachers, volunteers and contractors.
    b. Governors ensure alignment with **KCSiE, Local Authority procedures** and liaison with the **Local Authority Designated Officer (LADO)** and other relevant agencies where required.

7. Quality Assurance and Monitoring
    a. Governors implement challenge and quality assurance processes for safeguarding policies, procedures, and practice.
    b. The Trust Board member responsible for safeguarding meets with Academy Committee safeguarding governors termly to review each school's safeguarding data, emerging issues, and progress against agreed actions.
    c. Governors ensure that staff training, induction and ongoing development are monitored and effective.

8. **Child Protection Systems**
    a. Governors ensure that child protection files are maintained accurately and securely.
    b. The school maintains multiple emergency contacts for each pupil/student.
    c. Procedures ensure timely sharing of safeguarding information with relevant staff, agencies, and schools during transfers or multi-agency interventions.

9. **Liaison with Safeguarding Partners**
    a. Governors support the DSL in liaising with safeguarding partners and external agencies, including social care, the police, and mental health professionals.
    b. Governors ensure that safeguarding arrangements are reviewed regularly and adjusted in response to local guidance, emerging risks and statutory updates.

2.3 The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a senior member of the Leadership Team and holds a central and specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The DSL takes lead responsibility for safeguarding and child protection, including digital safeguarding and understanding the filtering and monitoring systems and processes in place. While some activities may be delegated to Deputy DSLs (DDSLs), the DSL retains ultimate accountability for child protection. DDSLs are trained to the same standard as the DSL.

Key Responsibilities:

1. **Managing Referrals:**
    a. Act as the first point of contact for all safeguarding concerns, maintaining

a contextual understanding of issues.

b. Make referrals of suspected abuse or neglect to the local authority children's social care and support staff in making referrals.

c. Make referrals to the Channel programme where there is a radicalisation concern and support staff in doing so.

d. Liaise with the Headteacher regarding ongoing investigations, including Section 47 enquiries under the Children Act 1989, and be aware of the requirement for children to have an Appropriate Adult (PACE Code c. 2019).

e. Liaise with the Local Authority Designated Officer (LADO) where concerns involve staff members.

2. **Working with Others:**

a. Act as a source of support, advice, and expertise for all staff.

b. Liaise with safeguarding partners, multi-agency teams, mental health leads, SENCO, pastoral staff, IT technicians, and senior leadership to ensure children's needs are considered holistically.

c. Promote engagement with parents and carers, including families facing challenging circumstances.

d. Take lead responsibility for promoting educational outcomes for children in need, ensuring the school knows which children have or have had a social worker, monitoring their academic progress and attainment, and supporting teaching staff to provide additional support or reasonable adjustments.

3. **Child Protection File Management:**

a. Maintain up-to-date, confidential, and securely stored child protection files **(CPOMS)**.

b. Ensure files are accessible only to those who need to see them and follow appropriate information sharing guidance.

c. Transfer files to new schools or colleges promptly, within the first five days of a term or in-year transfer, obtaining confirmation of receipt.

d. Ensure key staff are aware of received files for new starters and share information in advance where appropriate.

4. **Raising Awareness**

a. Ensure all staff understand the school's child protection policies, particularly new and part-time staff.

b. Review child protection policies at least annually and update procedures and implementation regularly.

c. Ensure the child protection policy is publicly available, and parents understand the school's role in safeguarding.

d. Link with safeguarding partners to ensure staff are aware of training opportunities and local safeguarding policies.

5. **Training and Professional Development**

a. Attend specialist DSL training every two years and access regular updates via DSL networks, newsletters, and circulars.

b. Maintain knowledge of local early help and statutory intervention processes.

c. Understand child protection conferences and reviews and contribute effectively when required.
d. Stay up-to-date with online safety, Prevent duty, radicalisation risks, and local safeguarding procedures.

6. **Supporting Staff**
   a. Provide guidance and support to staff during referral processes.
   b. Help staff link safeguarding and welfare concerns with educational outcomes to inform pastoral and academic support.

7. **Listening to Children**
   a. Encourage a culture of listening to children and taking account of their wishes and feelings.
   b. Build trusted relationships to facilitate communication, particularly for children who may find it difficult to approach staff.

8. **Information Sharing and Record-Keeping**
   a. Ensure staff understand the importance of information sharing within school, with other schools, and with safeguarding partners.
   b. Comply with data protection legislation (Data Protection Act 2018, UK GDPR).
   c. Keep detailed, accurate, and secure records of all concerns, discussions, decisions, and the rationale behind them, including instances where referrals were or were not made.

9. **Local Context and Strategic Oversight**
   a. Ensure staff with specific safeguarding responsibilities receive appropriate funding, training, resources, and supervision.
   b. Define roles and responsibilities of Safeguarding Team members, including SENCO, Attendance Lead, Designated Person for Looked After Children, and Mental Health Lead.
   c. Activate escalation processes where safeguarding plans, partners or processes fail to improve a child's situation.

2.4 The Role of All Staff in Safeguarding

All staff, including supply staff and volunteers, have a **shared responsibility for safeguarding and promoting the welfare of children and young people**. Safeguarding is everyone's responsibility, and all staff should act **immediately** if they have concerns that a child may be at risk of harm. Staff carry out their responsibilities under the guidance of the Designated Safeguarding Lead (DSL) and in accordance with school policies.

1. **Early Help**
   a. All staff should be able to identify children who may benefit from early help and know how to access local support services.
   b. Early help (EH) involves providing support as soon as a problem emerges, from the foundation years through to adolescence.
   c. Staff should report concerns promptly to the DSL so that early help or statutory intervention can be considered.

2. **Recognising and Responding to Abuse**
    a. All staff must be aware of the types and signs of abuse and neglect, including physical, emotional, sexual abuse, peer-on-peer abuse, online abuse, exploitation, neglect, and abuse affecting children with SEND or other vulnerabilities.
    b. Staff should exercise professional curiosity, asking questions and escalating concerns even when signs seem subtle.
    c. Staff should know what to do if a child makes a disclosure, including not promising confidentiality, sharing information only with those who need to know (e.g. DSL, children's social care), and reassuring children that they are being taken seriously.
    d. Staff should recognise that children may face barriers in reporting abuse and take steps to build trusted relationships.

3. **Training and Knowledge**
    a. All staff must complete regular safeguarding and child protection training, including induction and annual updates.
    b. Staff should stay up-to-date with emerging safeguarding issues, local safeguarding partner arrangements, statutory guidance (KCSiE 2025), and school policies, including Online Safety and Behaviour policies.
    c. Staff should understand their responsibilities under the Prevent duty, online safety guidance, and statutory obligations such as reporting Female Genital Mutilation (FGM).

4. **Supporting Children**
    a. Staff should provide a safe and supportive environment where children can learn and feel valued.
    b. Staff should encourage children to express their wishes and feelings and promote resilience and wellbeing.
    c. Staff should provide targeted support to individuals or groups, including contributing to the teaching of safeguarding in the curriculum where appropriate.
    d. Staff should link safeguarding and welfare concerns with educational outcomes, supporting children who have or have had a social worker to achieve their potential.

5. **Information Sharing and Record-Keeping**
    a. All staff must follow school procedures for recording concerns, referrals and multi-agency meetings.
    b. Staff should understand relevant data protection legislation (Data Protection Act 2018, UK GDPR) and ensure records are accurate, detailed, secure, and include the rationale for any decisions made,
    c. Information should be shared appropriately with the DSL, safeguarding partners, and other agencies, to ensure children's needs are considered holistically.

6. **Multi-Agency Working**
    a. Staff should actively liaise with the DSL and other professionals, including mental health leads, SENCO, pastoral staff, and IT staff, to

ensure children's welfare is considered from multiple perspectives.

  b. Staff may be required to attend multi-agency safeguarding meetings as appropriate to the role.

7. **Legal and Statutory Duties**

  a. Teachers and other staff with statutory responsibilities must report certain concerns directly (e.g., FGM to police) and are supported by the DSL in fulfilling these duties.

  b. All staff should be aware of procedures regarding children missing education, vulnerable groups, and indicators of radicalisation.

8. **Professional Conduct**

  a. All staff are expected to follow the school's Code of Conduct and other relevant policies to ensure the safety and wellbeing of children.

3.0 TRAINING AND AWARENESS RAISING

- All new staff and regular volunteers will receive appropriate safeguarding information during induction - including separate section on e-safety.

- All staff must ensure that they have read and understood Part 1 of 'KCSIE 25' (*Appendix A*).

- All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), CCE, CSE, Mental health, Digital Safeguarding and child on child abuse and 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.

- All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively.

- All governors and trustees will receive appropriate safeguarding and child protection (including online) training at induction. Their training should be regularly updated.

- There must be a named safeguarding governor on each academy committee and on the trust board.

- A supplementary programme on specific aspects of safeguarding will operate across the trust.

4.0 SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 Student Voice

Children are encouraged to contribute to the development of policies and share their views.

There are posters in each school which have photographs of the safeguarding team and signposts relevant support from external agencies.

4.2 Attendance

We adopt MCC's updated Attendance Strategy and reflect this in our own policy. We attend targeted support meetings related to attendance when required. We view poor attendance as a safeguarding issue and in accordance with our attendance procedures, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we will take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

Our attendance procedures identify 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) led by a Lead Professional or a Parenting Contract.

We recognise that children absent from education may be for a range of issues and that this does not always mean that they are missing from education.
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.

4.3 Exclusions and suspensions

The DSL will be involved when a suspension 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. The DSL will ensure that suspensions and permanent exclusions are communicated with social workers.

4.4 Vulnerable Groups

- We ensure all key staff work together to safeguard vulnerable children. The Safeguarding team hold weekly meetings to review and update information about students who are being monitored.

- 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
  - ▶ identifies as LGBTQ+
  - ▶ has special educational needs (whether or not they have a statutory education, health and care plan)
  - ▶ has a mental health need

- ▶ is a young carer
- ▶ is misusing alcohol and other drugs themselves
- ▶ is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- ▶ has experienced multiple suspensions and or is at risk of being permanently excluded
- ▶ is frequently missing/goes missing from care or from home
- ▶ is at risk of modern slavery, trafficking or exploitation sexual or criminal
- ▶ is at risk of so called 'honour' based abuse such as Female Genital Mutilation or Forced Marriage
- ▶ is at risk of being radicalised or exploited
- ▶ has a parent/carer in custody or is affected by parental offending
- ▶ is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- ▶ is at risk due to either their own or a family members mental health checks
- ▶ has the potential for adultification
- ▶ is an international new arrival, has English as an additional language, refugee or asylum seeker
- ▶ is looked after, has returned home to their family from care; or under a special guardianship order.
- ▶ is persistently absent from education, including persistent absences for part of the school day
- ▶ is a privately fostered child
- ▶ has or has had a social worker

We are aware that children with special educational needs and disabilities (**SEND**) and/or physical health issues can face additional safeguarding challenges, both in relation to their vulnerability to possible abuse and neglect and also in terms of being able to report such incidents.

These challenges, can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.

- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

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

4.5 Alternative Provision

We recognise that **pupils in Alternative Provision** often have complex needs and are aware of the additional risk of harm that these pupils may be vulnerable to. Schools are responsible for the safeguarding of children in alternative provision, with an

GMET Safeguarding Policy

emphasis on providing additional pastoral support with special educational needs and disabilities.

We will only place children in Alternative Provision which has been approved and quality assured by Manchester City Council e.g. on the MCC approved provider list or has been judged by Ofsted to be Good or better. We will obtain written confirmation from the AP that appropriate safeguarding checks have been carried out on individuals working at their establishment.

Children who require access to AP will have a personalised learning plan designed to meet their needs. AP placements will be regularly reviewed. Their attendance will be monitored by us in accordance with the School Register Regulations (**secondary schools only**). Our DSL will work together with the DSL at the Alternative Provision to ensure effective sharing of information and that any safeguarding concerns are followed up appropriately. Our school will remain responsible for the safeguarding of any pupils placed in AP. If Safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.

4.6 Child on Child Abuse (KCSiE, Part 5)

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

Our separate **Managing Allegations of Child on Child abuse'** policy (*Appendix E*) clearly outlines our procedures and approach to this issue which are summarised below: -

- The procedures to minimise the risk of child-on-child abuse

- The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously

- How allegations of child-on-child abuse will be recorded, investigated and dealt with

- Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported

- Recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and simply not be reported

- Our clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.

- Recognition that it is more likely girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously

- Recognition of the different forms child on child abuse can take our response to reports of sexual violence and sexual harassment as guided by Part Five of

KCSiE.

4.7 Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) about any concerns about female genital mutilation (FGM), **there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Teaching and support staff should record their concern on CPOMS. Teaching staff should then go in person to the DSL who will support them in making a police report.**

4.8 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 condition. 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.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the 'mental health and behaviour in schools' guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote 10 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). positive health, wellbeing and resilience among children. 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.

COMPLEX SAFEGUARDING

4.9 Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are

involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance. Our response to children carrying knives or other weapons in school and in situations out of school is aligned to the Manchester Knife and Weapon Carrying in Schools and Colleges Guidance (Knife Crime Protocol) in which we take a holistic and measured approach on a case by case basis to such incidents in and out of school (*See Appendix C*).

4.10 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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

'All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra-familial harm takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation'. (KCSIE – September 2025)
See 'Managing Allegations of Child on Child Abuse' policy.

Child Criminal Exploitation (CCE)
Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals

should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information about CCE including definitions and indicators is included in Annex B.

Child Sexual Exploitation (CSE)
CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

Risk of radicalisation and PREVENT

The Trust will engage in education programmes as part of the PREVENT offer in Manchester. The Trust will follow guidance from the Department for Education and Manchester City Council. From July 2020 Prevent referrals in Greater Manchester changed. The national Prevent referral form has been created by Counter Terrorism Policing. There is a standard set of prompts and questions that will be used across the country. This will assist anyone who makes a PREVENT referral.

The Prevent strategy has three specific objectives:
1. respond to the ideological challenge of terrorism and the threat we face from those who promote it.
2. prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
3. work with sectors and institutions where there are risks of radicalisation.

Once the Prevent referral form has been completed, it will carry an Official Sensitive protective marking which will mean that the information will need to be handled with risk appropriate security measures. Once a PREVENT referral has been received the Local Authority will assess if there are any immediate safeguarding concerns of radicalisation. There are three potential outcomes:

- Closed no further action – referrer will be informed and the case will be signposted if necessary.
- Counter terrorism Policing North West (CTPNW) will manage the concerns raised.
- Referral to Channel – for consideration of multi-agency support. The referrer will be contacted as part of the process by the Channel Coordinator.

The Greater Manchester Channel Team will note to prevent referral for monitoring and reporting.

4.11 Elective Home Education (EHE)

Many home-educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's

best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. This requirement does not apply where a pupil's name is deleted after they have completed the final year at the school (e.g. Year 6 at a typical primary school) unless the local authority have asked to be informed about such deletions. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

5.0 CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

5.1 Keeping Records

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern

- details of how the concern was followed up and resolved

- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

- 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.

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

- We send a student's child protection or safeguarding file separately from the main file to a new establishment if a student leaves the school and keep a copy of the file in accordance with our transfer of records procedures and LA Guidance (*See Appendix G*). This action is taken as soon as possible. The DSL will consider whether it is appropriate to share any information with the new

school or college in advance of a pupil leaving, in addition to the child protection file in order for the new school or college to have the appropriate support in place for the student's arrival.

5.2 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 A*). If a concern arises all staff, volunteers and visitors must record the concern immediately using our safeguarding recording system (CPOMS)

- Should a concern be raised regarding a member of staff, supply teacher, volunteer or contractor in relation to a student it must be brought to the attention of the Academy Headteacher immediately. In the event that the Academy Headteacher is the subject of the allegation, the concern will be reported to the Chief Executive Officer immediately. If the concern is about the Chief Executive Officer it should be reported immediately and directly to the Chair of the Trust Board. In some cases, allegations may be so serious that they will require immediate intervention by the police and/or children's social care services. If the allegation against a teacher or member of staff (including volunteers) meets any of the following criteria, the Academy Headteacher (or other lead person) must report it to the Local Authority Designated Office the same day:

  ▶ They have behaved in a way that has harmed a child, or may have harmed a child
  ▶ They have possibly committed a criminal offence against or related to a child
  ▶ They have behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or
  ▶ They have behaved or may have behaved in a way that indicates they may not be suitable to work with children

For other allegations, the Academy Headteacher will decide if further enquiries are required prior to referral to the Local Authority Designated Officer. Where the Headteacher considers that a referral may be warranted under Child Protection Procedures and an allegation appears to meet the criteria, the Academy Headteacher will inform the Local Authority's Designated Officer. The Local Authority's Designated Officer (LADO) must be informed of all allegations that come to the school's attention that meet the criteria, so that he/she can consult the police and social care colleagues as appropriate. The Local Authority Designated Officer should also be informed of any allegations that are made directly to the police or to children's social care. All alleged physical injuries must be investigated by the appropriate external agencies.

5.3 Informing Parents/Carers

  ▶ 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. In line with KCSIE (September 2025) we try to ensure that at least two emergency contact numbers are held for each student

▶ In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child.

▶ We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA) where it is felt that this is appropriate

▶ 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**, e.g. in cases of suspected domestic abuse. We will record the reasons, if consent is not gained.

5.4 Multi-Agency Working

- We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding safeguarding and or child protection issues

- We will notify Children's Social Care if:
  ▶ a child subject to a child protection plan is at risk of permanent exclusion
  ▶ a child with a social worker receives a suspension
  ▶ 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.
  ▶ we receive an Operation Encompass notification and believe the social worker may not be aware of the circumstances.
  ▶ we will regularly review concerns, if necessary, as detailed in KCSiE and will follow LA and MSP procedures if there is a need to re-refer or to escalate.

5.5 Confidentiality and Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. As part of meeting a child's needs, it is important for local academy committee's and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

School and college staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. It is important that local academy committees' and interim management boards and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold

safe and secure.

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'

- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. **This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk**

- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

Also

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

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

- 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.

5.6 Child Protection (CP), Child in Need (CiN) & Team Around the Child/Family (TAC/TAF) Meetings and Conferences

Following a referral to Social Care, a decision should be made within one working day of the referral. Outcomes can be:

- No Action

- Section 17 Assessment and Management at Child in Need where the child is unlikely to achieve or maintain a reasonable level of health or development without the provision of services

- Section 47 Assessment and Management at Child Protection where the child is suffering or likely to suffer significant harm or

- Child in Need of immediate protection where emergency action is taken by police, social workers, NSPCC etc

Members of staff who are asked to attend a CP conference or other core group meetings about an individual student/family will need to have as much relevant updated information about the child as possible.

A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.

Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. If attendance is not possible, an information update will be shared for the meeting.

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 and Volunteers

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

All staff and volunteers must pass this information on to the Child Protection team immediately.

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.

5.8 Child Practice Reviews

The Safeguarding Partner will always give consideration to undertake a child practice 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 DSLs will keep up to date with the findings from child practice review in Manchester and share the learning and review our safeguarding procedures if relevant.

6.0 THE CURRICULUM

1. 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. As such, the PSHRE/Personal Development provision in each school is driven by our values and includes healthy relationships, recognition that all children and young people need to understand what a healthy relationship is and be able to recognise when they are in an unhealthy or damaging relationship. They will be taught how to keep themselves safe on line.

2. 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.

3. The Trust values and those of each school focus on respect and kindness will also drive our curriculum and wider provision. Where young people are vulnerable, staff will work with them in small groups or one to one to support them about specific areas of safeguarding. 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.

4. 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 students.

5. Personal Social Health and Relationships Education and other additional learning time which is dedicated to this curriculum content, provide the opportunity 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. Opportunities exist throughout the curriculum and in assemblies to teach digital safeguarding.

6. 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, Breast Ironing, Forced Marriage, Sexual Harassment and Sexual Violence, Child on Child Abuse, serious violence and abuse in intimate personal relationships.

7. This is not an exhaustive list but gives examples of other learning:

   1. Healthy and respectful relationships
   2. Boundaries and consent

3. Stereotyping, prejudice, and equality
4. Body confidence and self-esteem
5. How to recognise an abusive relationship, including coercive and controlling behaviour
6. What constitutes sexual harassment and sexual violence and why these are always unacceptable.
7. The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM and how to access support, KCSIE – September 2023).

7.0 DIGITAL SAFEGUARDING

- Digital Safeguarding is a safeguarding issue not an ICT issue. The purpose of using technology in our Trust is to help raise educational standards, promote children's achievement, and support the professional work of staff, as well as enhance our management information and business administration.

- Technology 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.

- We follow guidance from the DfE including guidance on safeguarding (Keeping Children Safe in Education), technical settings (Meeting digital and technology standards in schools) and data protection (Data protection in schools).

- We ensure that appropriate filtering and monitoring methods are in place to ensure that staff, students and guests are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. Individual schools will review these settings with the Trust lead to agree any local adjustments.

- We regularly provide training materials for staff (including Generative Artificial Intelligence) which reflect the most recent guidance. Individual schools will ensure that all staff undertake regular training with regard to online safety and disseminate detailed guidance for staff.

- We provide unacceptable use policies for both staff and students. This covers the use of all technologies used, both on and offsite including the use of AI, mobile phones and BYOD.

- We work with children and parents to promote good practice in keeping students safe online.

- These systems will be regularly reviewed to ensure that they are as effective as possible.

(see Online Safety, Technical Security and Social Media Policy and Data Protection Policy)

8.0 SAFER RECRUITMENT & SELECTION OF STAFF

- Our recruitment and selection policies and processes adhere to the DfE guidance 'Keeping Children Safe in Education' (September 2023)

- The Academy Headteacher and academy committee will ensure that all external staff and volunteers (if unaccompanied by DBS checked staff) using our site have been DBS checked

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

- At least one member of each recruitment panel will have attended safer recruitment training.

- All relevant staff are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school.

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

- The school maintains a single central record of recruitment checks undertaken.

- Checks will be undertaken for any offensive or unlawful activity on social media platforms.

9.0 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- We adhere to DfE guidance 'Keeping Children Safe in Education, Part 4 (September 2025), when dealing with allegations made against staff and volunteers. Concerns about a member of staff must be reported immediately and directly to the Academy Headteacher by email. If the concern is about the Academy Headteacher it must be reported immediately and directly to the Chief Executive Officer. If the concern is about the Chief Executive Officer it should be reported immediately and directly to the Chair of the Trust Board.

- We ensure that all staff are aware of how to raise a concern, including anonymously as a whistle-blower – the NSPCC whistleblowing helpline can be reached on 0800 028 0285 (KCSiE provides further clarity on processes – 430-436).

- 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.

- 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

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

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

Where there is an allegation we will:

- apply common sense and judgement;
- deal with allegations quickly, fairly, and consistently; and
- provide effective protection for the child and support the person subject to the allegation

Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school or college at the time of the allegations?
- did the individual, or could they have, come into contact with the child?
- are there any witnesses? and,
- was there any CCTV footage?

Where an allegation results in an investigation, as part of our duty of care we will endeavour to:

- manage and minimise the stress caused by the allegation;
- inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary;
- advise the individual to contact their trade union representative, or a colleague for support;
- appoint a named representative to keep the person informed about progress of the case;

- provide access to counselling or medical advice where appropriate. For staff in schools maintained by the local authority this may include support via the local authority's occupational health arrangements; and

Parents or carers of the child or children involved will be:

- formally told about the allegation as soon as possible. We will consult the LADO and where involved children's social care and/or the police on what information can be disclosed;

- kept informed about the progress of the case, only in relation to their child - no information can be shared regarding the staff member; and

- made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress as set out in section 141F of the Education Act 2002 (see paragraphs 372-380).

9.1 Concerns which may not meet the threshold

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include:

- being over friendly with children;

- having favourites;

- taking photographs of children on their mobile phone;

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,

- using inappropriate sexualised, intimidating or offensive language.

Concerns of this nature must always be shared with the headteacher and may be self-referred.

9.2 Unsubstantiated, unfounded, false or malicious allegations

If an allegation or report is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per behaviour policy.

10.0 SAFETY ON & OFF SITE

- Our sites are secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised

- All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be always supervised, if no checks have been obtained

- 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.

- We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.

- We will collect safeguarding policies and training information for any organisations that use our site.

- We will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared. Student attendance will be monitored by us in accordance with the School Register

- We will obtain a written statement from the AP provider that they have completed all the vetting and barring checks that are necessary on their staff

- We commission a work experience company to arrange our work experience placement. The company's representatives are appropriately qualified and undertake a series of health and safety checks. School staff maintain close contact with both the students and the placement organisation over the duration of the work experience placement

- All school trips are fully risk assessed and no child will be taken offsite without parental permission

- 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

- We have a Health & Safety policy

APPENDICES

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

'Keeping Children Safe In Education' Part 1 (2025) - to be read by all staff

Summary

Keeping Children Safe in Education is statutory guidance that schools and colleges in England must follow when carrying out their duties to safeguard and promote the welfare of children.

This guidance applies to:

- Governing bodies of maintained schools (including maintained nursery schools) and colleges.

- Proprietors of independent schools, including academies, free schools, alternative provision academies and non-maintained special schools (in the case of academies, free schools and AP academies, the proprietor is the academy trust).

- Management committees of Pupil Referral Units (PRUs).

- Providers of post-16 education, including 16-19 academies, special post-16 institutions, and independent training providers.

- Senior leadership teams in schools and colleges.

Requirements for Staff:

- All staff who work directly with children **must read and confirm that they have read Part One** of KCSiE 2025.

- Staff who do not work directly with children should either read Part One or Annex A (a condensed version), as determined by the governing body/proprietor in consultation with the senior leadership team and the Designated Safeguarding Lead (DSL).

Legislation, Statutory Guidance & Ofsted Framework

- The Children's Act 1989 (and 2004 awareness)
- The Education Act 2002
- Keeping Children Safe in Education' - September 2025
- Ofsted Inspection Framework for School – For use from 2025
- Inspecting Safeguarding in Early Years, Schools & Skills Settings' May 2019
- 'Working Together to Safeguard Children', Dec 2023
- 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)
- Academy Trust Handbook
- DFE Children Missing Education, Stat Guidance, Sept 2025
- DFE Designated Teacher for LAC, and previous LAC Feb 2018
- DFE Supervision of Regulated Activity, Dec 2013
- Alternative Provision, Stat guidance, Aug 2017
- Teachers' Standards, updated June 2013
- 'Listening to & involving children & young people', stat guidance, Jan 2014
- Health & Safety Legislation
- The Sexual Offences Act 2003
- Teaching online Safety in Schools 2019

Other Government and National Guidance

- DFE 'What to do if you are worried a child is being abused - Advice for Practitioners' March 2015
- Guidance for Safer Working Practice for professionals working in education settings - 2022
- Headteachers' Standards 2020
- Advice to schools and colleges on gangs and youth violence
- 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 Adviceline
- NPCC When to call the Police

Local Policies & Guidance MCC & MSP/Safeguarding Partner Policies, Procedures & Guidance

Links to:-

- Manchester Safeguarding Partnership Website (MSP)
- Safeguarding Partner Policies
- Manchester Multi-Agency Policy and Procedures (Children's)
- Greater Manchester Safeguarding Children Procedures Manual
- Manchester Multi-Agency Safeguarding Arrangements (MMASA) 2024
- Working Together 2023 Practice Standards
- Safeguarding Partner: Allegations Against Professionals (LADO)
- Safeguarding Partner: Child Safeguarding Practice Reviews (CSPRS)
- Early Help: General Advice, Guidance and Information

Other Relevant Trust/School Policies/Procedures

- Careers Education, Information, Advice and Guidance (CEIAG) Policy
- GMET Relationship and Sex Education Policy
- GMET Equality Policy
- GMET Online Technical Security and Social Media Policy
- GMET Behaviour and Behaviour for Learning Policies
- GMET Special Education Needs and Disability (SEND) Policy
- GMET Managing Allegations of Child-on-Child Abuse Policy
- GMET Visitors Policy/Procedure
- GMET Determined Admissions Policy
- GMET Whistleblowing Policy
- Supporting Students with Medical Conditions

Safeguarding (S/G) Trustee and Governors – Role Description

This table provides the role descriptor and guidance for Safeguarding Trustees/governors, to support both those colleagues and the school leaders working with them

Trustee	Governor	Both
• Co-ordinate and support with the safeguarding governors – arrange regular meetings to ensure that S/G governors all operating to same, appropriate standard and to share best practice • Monitor S/G governor training and ensure it is done • Liaise with Lead HT with responsibility for S/G to review Cross-Trust practice, QI and data etc. and challenge practice and its impact where appropriate • Undertake relevant training • Understand the S/G audits and steps being taken to improve/develop further • Ensure that safeguarding is an agenda item at Board meetings and Trustees are given the opportunity to discuss and question • Direct trustees to relevant training where appropriate • Monitor the Single Central Record (SCR) across the Trust, with the HR Director • Explore the consistency of S/G practice across the Trust	• Meet termly with the Designated S/G Lead (DSL) to work through safeguarding checklist, review case studies and explore inter-agency working • Monitor the safeguarding arrangements for student at off-site provision • Monitor progress against actions in S/G audit and report back to Academy Committee on this • Check the school Single Central Record (SCR) • Act as conduit to Trust Board (via Lead S/G Trustee and Chair of Academy Committee) about any concerns – there is a <u>duty</u> to raise concerns • Ensure that governors understand the components of safeguarding and risks to young people, including via the DSL's reports to the Academy Committee (in the student wellbeing report), and have the opportunity to challenge school leaders on practice and its impact • Ensure that governors have regular S/G training (in whatever format) • Monitor training of designated person for Looked After Children (LAC) • Check that there is sufficient capacity to cover for DSL in their absence	• Keep up-to-date knowledge of Keeping Children Safe in Education (KCSIE) • Review Trust (and thus school) safeguarding policy (incorporating child protection) and behavior/antibullying policy annually • Review key safeguarding related data regularly – including CME, off-site student, exclusions, etc. • Understand that behaviour, site conditions and Health &Safety are also S/G matters and so keep oversight of those • Undertake safer recruitment training and check that at least one panel member in interviews has done this • Monitor provision of staff training and check that it meets statutory expectations • Monitor the degree to which stakeholders voice is heard about S/G matters (feeling safe, behaviour, e-safety) and how this information is used • Understand and monitor the curriculum around keeping yourself safe and its relevance to our young people

In order for Trustees/governors to be able to carry out these roles confidently and effectively, it is incumbent on the schools/Trust leaders to provide them with the necessary information, support and access to training and key colleagues.

APPENDIX G

Other Relevant MCC Education Department Policies/Guidance

All these are available on the Manchester Schools Hub Website.

- 'Safeguarding' model policy & guidance
- 'The Safeguarding Information Sharing Transition Policy'
- 'Safer Recruitment' model policy
- Safeguarding Advice for Governors
- Prevent Duty Guidance
- Safeguarding Supporting Documents
- Vulnerable Learners (LAC and SEND)

APPENDIX H

Abbreviations

- AP   Alternative Provision
- AI   Artificial Intelligence
- BYOD   Bring Your Own Device
- CCE   Child Criminal Exploitation
- CiN   Child in Need
- CME   Children Missing Education
- CSE   Child Sexual Exploitation
- CP   Child Protection
- CPOMS   An electronic record keeping system for reporting CP concerns
- CSC   Children's Social Care
- DBS   Disclosure and Barring Service
- DFE   Department for Education
- DO   Designated Officer (formerly LADO)
- DSL   Designated Safeguarding Lead
- EH   Early Help
- EHA   Early Help Assessment
- EHE   Elective Home Education
- FGM   Female Genital Mutilation
- GDPR   General Data Protection Regulation
- HR   Human Resources
- ICT   Information and Communication Technology
- KCSiE   Keeping Children Safe in Education
- LA   Local Authority
- LAC   Looked After Child
- LAC DP   Designated Teacher for LAC
- LADO   Local Authority Designated Officer
- LGBTQ+   Lesbian, Gay, Bisexual, Transgender, and Queer or Questioning
- MCC   Manchester City Council
- MSP   Manchester Safeguarding Partnership
- NSPCC   National Society for the Prevention of Cruelty to Children

- NPCC   National Police Chiefs' Council
- PRUs   Pupil Referral Units
- PSHRE   Personal, Social, Health, Relationships and Economic Education
- TAC/TAF   Team Around The Child/Team Around The Family
- SEND   Special Educational Needs & Disability
- SENCO   Special Educational Needs Co-ordinator
- SG SEF   Safeguarding Self Evaluation Framework