

Manchester Communication Academy

Safeguarding and Child Protection Policy



with you, for you, about you.

This document has been approved for operation within	
Date of last review	
Date of next review	
Review Period	Annually
Date of Trustee Approval	
Status	
Person Responsible for Policy	
Owner	Manchester Communication Academy
Signature of Approval	

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

Review Date	Changes Made	By Whom
May 2020	Policy created	Andrea Grant
October 2020	Policy updated – reflecting COVID guidance and KCSIE September	Andrea Grant

Ratification by Governing Body

Academic Year	Date of Ratification	Chair of Governor
2019/2020	June 2020	Robin Lawler
2020/2021	October 2020	Robin Lawler

The headteacher who has the ultimate responsibility for safeguarding is: Sue Watmough

In their absence, the authorised member of staff is Andrea Grant, Assistant Principal (safeguarding)

Key Staff and Roles

Name	Role	Location and/or Contact Phone
Andrea Grant	Assistant Principal (Safeguarding) DSL	0161 202 0161 a.grant@mca.manchester.sch.uk
Karen Batchelor	Lead Practitioner Safeguarding DDSL	0161 202 0161 p.corrigan@mca.manchester.sch.uk
Martin Birrell	Vice Principal (Pastoral)	0161 202 0161 Martin.birrell@mca.manchester.sch.uk
Lorna Eyre	Assistant Principal (Pastoral)	0161 202 0161 l.eyre@mca.manchester.sch.uk
Vicky Leigh	Area Leader – Family Partnerships	0161 202 0161 v.leigh.mca.manchester.sch.uk
Serae Easmon	Attendance Lead	0161 202 0161 serae.easmon@mca.manchester.sch.uk

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

Share your concerns immediately with the DSL/DDSL (verbally). This must then be followed up in writing on the same day, signing and dating the information provided. The DSL/DDSL will then notify the Head Teacher/Executive Principal and make any telephone enquiries or written referrals that are necessary to ensure that children are safeguarded and the correct support for families is identified. This information MUST remain confidential and will only be shared with agencies who can offer support and guidance to the child/family

This may include some of the support agencies listed below:

- Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
- Social Care Advice & Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196
- MCC Safeguarding in Education Team: 0161 245 7171

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

Share your concerns with the Head Teacher or DSL immediately (verbally). This must then be followed up in writing on the same day, signing and dating the information provided. The Head Teacher or DSL will notify the LADO and seek advice. This information MUST remain confidential and should not be shared with anyone else.

Share your concerns with the Head Teacher or DSL immediately (verbally). This must then be followed up in writing on the same day, signing and dating the information provided. The Head Teacher or DSL will notify the LADO and seek advice. This information MUST remain confidential and should not be shared with anyone else.

- Manchester LADO (sometimes known as DOLA or LA Designated Officer): 0161 234 1214

Our procedure for whistleblowing if there is an urgent concern about child welfare or safeguarding that cannot be dealt with through our usual systems is:-

- To read the Whistleblowing policy that can be downloaded from the academy's website
- This policy should enable employees to raise their concerns about such malpractice(s) at an early stage and in the right way. All employees in the Academy may use this policy. It is not intended to be used where other more appropriate procedures are available, for example:
- Personal Grievances – (see Grievance Procedure)
- Child Protection (see Child Protection procedures)

- If you are unsure whether to use this Academy's Whistle Blowing Policy or you want independent advice at any stage, you are advised to contact:
- Your trade union
- The independent charity Public Concern at Work on 020 7404 6609 - their lawyers can give you confidential advice at any stage about how to raise a concern about serious malpractice at work
- You may also wish to seek advice from other support agencies such as the NSPCC
Whistleblowing Helpline: 0800 028 0285

Introduction

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

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

Our approach is child-centred.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (KCSIE Sept 2020, Part 1, p 2)

Indicators of abuse and neglect:

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 abuse 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 (see paragraph 27 – KCSIE 2019).

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.

Peer on peer abuse:

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault; For further information about sexual violence see Annex A.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; this is a criminal offence.
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals

Serious youth 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.

See KCSIE Part 1, Part 5 & Annex A for definitions and further information about:-

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect (1.19 – 1.26)
- Channel (Annex A, p90)
- Child Criminal Exploitation (1.28, Annex A, p83)
- Child Sexual Exploitation (1.28, Annex A, p84)
- Children and the Court System (Annex A, p83)
- Children Missing Education (Annex A, p83)
- Children with Family Members in Prison (Annex A, p83)

- County Lines (Annex A, p85)
- Domestic Abuse (Annex A, p85)
- Early Help (1.18)
- Homelessness (Annex A p86)
- Mental Health (1.34 -1.38)
- Online Safety, including Education at Home (Annex C, p102-104)
- Peer on Peer/Child on Child Abuse – including sexual harassment, upskirting & sexting (1.29, Part 5 & Annex A, p91)
- Prevent Duty (Annex A, p90)
- Preventing Radicalisation (Annex A, p89)
- Serious Violence (1.31)
- Sexual Violence and Sexual Harassment between children in schools and colleges (Annex A, p92)
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing(1.33 & Annex A, p87-89)
- Upskirting (Annex A, p94)

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

'Safeguarding and promoting the welfare of children is defined ... as:-

- protecting children from maltreatment;
 - preventing impairment of children's mental and physical 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, page 5, p 4)
1. Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education 2018'. Our policy ensures that we comply with our Statutory Duties (Appendices A & B)
 2. Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C)
 3. Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendices D & F)
 4. Our policy complements and supports other relevant school policies (Appendix E).
 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, including Covid-19 (Appendix H)

Roles and Responsibilities

Our Headteacher

Our Headteacher is fully aware of our role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements. We will ensure that we work together with appropriate relevant

agencies to safeguard and promote the welfare of local children, identifying and responding to their needs, including:-

'providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.' (KCSIE, 2.81)

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

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the online tool to the LA as requested
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. She has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook.
- Child friendly information of how to raise a concern/make a disclosure has been developed through safeguarding assemblies, key messages delivered through theatre, key speakers and awareness sessions from safeguarding staff. Our junior leaders have developed guidance and key messages on who children can approach and speak to if they are worried or concerned. We also have a large pastoral and family support team (non-teaching) that are available to children at all times, including school holidays. Staff from the Safeguarding team are usually on site during holiday time too, but if not are available via mobile phone. The DSL is contactable during the evenings and weekends also.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns. All information recorded on CPOMS is quality assured by the safeguarding team and guidance and advice is available to all staff and children during the normal school day and during school holidays (safeguarding staff are on site during school holidays). During the evening, the DSL is contactable by mobile phone.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of children and young people and such concerns are

addressed sensitively and effectively. A leaflet is provided to all visitors and contractors advising safeguarding reporting procedures by reception staff when they sign in. Information is also available on the school's website. There is a safeguarding induction for all new staff.

- Any staff who are carrying out regulated activities commissioned from external agencies/organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. MCA ensures they use approved speakers and organizations to deliver key messages to children and staff. Visitors and speakers are always supported by school staff to quality assure the information being shared with our children.

Our Governing Body

Our Governing Body are fully aware of our role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

We will ensure that:-

- All policies, procedures and training in our school are effective, taking account of LA and DFE guidance and comply with the law at all times.
- A named member 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 member of staff. The governor for safeguarding and the DSL meet at least half termly to share safeguarding information and identify any ongoing training needs.
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. During a period of crisis, appendices may be added to reflect changes in circumstance and offer guidance and support. Staff can contribute to the policies via feedback from training sessions, weekly staff briefings and questionnaires.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers, including overseas checks where relevant. Our HR and safeguarding personnel work collaboratively to ensure all checks are completed and are robust. Termly meetings take place between HR and the DSL to ensure accuracy and compliance. MCA is a registered umbrella body for DBS applications and undertakes an audit by the DBS regulatory body annually.
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers and volunteers and these are in line with KCSIE September 2020 and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All new staff and volunteers receive a Safeguarding Induction booklet, Induction meeting and Level 1 Safeguarding training.

- There is appropriate challenge and quality assurance of the safeguarding policies and procedures, including online learning, via SLT meetings, Governor meetings and staff briefings and training. The completion and submission of a Safeguarding audit for the LA takes place annually.

Our Designated Safeguarding Lead (DSL)

The DSL is a member of our Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. She takes lead responsibility for Early Help, safeguarding and child protection, although some activities may be delegated as appropriate.

The DSL, together with team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- Work closely with the school's lead for mental health
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers through weekly staff briefings, induction processes, provision of key documentation, training as appropriate. Feedback from these sessions is used to inform further training, processes and procedures.
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'.
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, and will follow escalation processes if necessary. The safeguarding team use CPOMS to record all safeguarding information. This information is quality assured on a daily basis. CPOMS alerts are used to ensure referrals to other agencies are followed up by the safeguarding team. This ensures children and families are supported in a timely manner. The safeguarding will challenge other professionals if they do not feel the response meets the needs of the child or family and will escalate through identified channels if necessary.
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role including access to professional supervision. This supervision is recommended practice and is brokered through an independent source and is confidential.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Help promote educational outcomes for vulnerable children, including those with a social worker, in conjunction with other appropriate colleagues.
- Always be available during school hours during term time, and at other times as designated by the Headteacher/Executive Principal. Safeguarding staff are on site during school holidays and the DSL is available by mobile phone during the evenings.
- Key roles and responsibilities of the Safeguarding Team members, SENDCO/Designated Person for Looked After Children and Attendance Lead:

Andrea Grant – Assistant Principal (Safeguarding) line manages the safeguarding team and is a member of SLT, staff Governor, DSL and has a child protection, child in need caseload,

responsibility for safeguarding audits, policy revision, staff safeguarding training and the DBS/SCR process and data analysis. She supports the Headteacher if there are allegations against staff and liaises with the LADO.

Karen Batchelor – Area Leader (Safeguarding) is the DDSL and has a child protection and child in need caseload, audits the CME procedure to ensure compliance and leads and provides training to staff and parents on ACES (Adverse Childhood Experiences).

Paula Corrigan – Lead Practitioner (Safeguarding) is responsible for the administration of all LAC processes and attends PEP and LAC reviews. Paula also has a caseload of Child Protection and CIN families, coordinates the emotional and mental health support of children and identifies support services.

Kirsty Carvell – SENDCO/LAC Designated Teacher - acknowledges that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse, and that additional barriers can exist for this group. Kirsty ensures any child with an additional need receives the coordinated approach and monitoring they require to ensure their best outcomes. Kirsty works alongside Paula Corrigan to ensure our LAC receive the support they require and that their targets are robust and appropriate.

Serae Easmon – Attendance Lead manages the attendance team, monitors attendance on a daily basis, analyses data and refers any concerns to Safeguarding staff/Heads of Year. He also works alongside parents to offer them the support and guidance they may require to ensure their child has regular attendance to school.

Martin Birrell (Vice Principal) and Lorna Eyre (Assistant Principal) are both members of SLT. Alongside a teaching role, they also manage the behavior team and identify strategies and procedures to support the behaviour of children, ensuring learning can take place and those who require extra support from other agencies or services receive it.

Vicky Leigh – Area Leader (Family Partnerships) line manages a team of professionals who are committed to providing pre early help, Early Help and post Early Help to children and families. This includes advice and guidance on issues such as health/mental health, finance, homelessness, immigration and the provision of food and supplies when needed. Vicky's team works closely with the safeguarding team.

All Staff

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

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- 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, Signs of Safety and Safe & Together
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Safeguarding, Behaviour Management, Staff Conduct.
- Provide a safe environment where children can learn.

- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation (keep a secret), 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.
- Provide targeted support for individual and groups of children as required, if appropriate to their role

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

Training and Awareness Raising

In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction. This includes a Safeguarding Induction booklet, copies of Annex A and Part One of KCSIE 2020. As part of the academy's induction process they will be made aware of the systems within the school to support safeguarding such as the Behaviour Policy.

All staff must sign to confirm they have read and understood the content of Annex A and are advised to speak to the DSL if they do not or have any questions.

All staff will receive regular child protection training, at least every 2 years, which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes. This training is completed by the DSL and a record is kept of when training took place to ensure it is reviewed in a timely manner. Some training may be completed via a recognised and approved providers face to face or online.

All staff members will receive regular safeguarding and child protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively. These messages are delivered during staff briefings and then followed up in the staff bulletin. This information is recorded by the DSL and also in the minutes from the briefing.

All interview panels will include at least 1 member of staff that has completed up to date Safer Recruitment training within the last 3 years.

All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs)

Safeguarding / Child Protection Policy and Procedures

Pupil Voice

Children are encouraged to contribute to the development of policies and share their views. This is achieved in conjunction with our children who help create their own versions of policy and guidance via student groups such as a Student Council and Ambassadors who meet regularly to discuss identified topics, student feedback and questionnaires.

Poor Attendance

We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. Any concerning patterns are reviewed. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

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

We implement the statutory and LA requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people.

Alternative Provisions (AP)

We will only place children in AP which is a registered provider and has been quality assured. MCC advise that schools should only use AP that has been judged by Ofsted to be Good or better.

Children who require access to AP will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by us in accordance with the School Register Regulations. Our DSL/DDSL will work together with the DSL at the AP and the Behaviour Team Manager for AP to ensure that any safeguarding concerns are followed up appropriately.

Exclusion

We comply with statutory regulations and with the LA Inclusion Policy (October 2019).

The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CIN or CP, the EH Practitioner or Social Worker will be informed.

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

Vulnerable Group

We ensure that all key staff work together to safeguard vulnerable children. Information received is shared in SLT, behaviour and inclusion meetings. All information is recorded on CPOMS and discussed in the Safeguarding and Family Partnership meetings twice per half term or more frequently if required. Trackers for vulnerable groups are also used to ensure they receive the correct interventions and support.

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 needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Has a social worker
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child
- Is an international new arrival, refugee or asylum seekers
- Is looked after, previously looked after or under a special guardianship order.
- Requires mental health support

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include the risk of abuse (including sexual and physical abuse), bullying, grooming and exploitation as well as those listed below:

Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration

Being more prone to peer group isolation than other children

The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and Communication barriers and difficulties in overcoming these barriers (KCSIE, Part 2, 126)

Children requiring mental health support can face additional safeguarding challenges. In some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. (KCSIE, Part 2, 114)

We ensure that staff consider the context in which incidents occur and whether and wider environmental factors (extra-familial harm) are present in a child's life that are a threat to their safety and/or welfare.

We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and the Virtual School.

Case Management, Record Keeping and Multi-Agency working

Keeping Records

MCA uses CPOMS to record all safeguarding and child protection information. Only staff who require information to support children and families have access to this sensitive and confidential information. Child Protection and safeguarding files are kept in locked filing cabinets in a locked office to ensure confidentiality. We will only share information with other professionals when it is in the best interests of the child to do so.

We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life and up to date contact details for adults who have day to day care of the child.

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 our safeguarding records secure.

We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as we are informed of the new school. We keep a copy of the file in accordance with our Records Policy (See Appendix E) and statutory and LA Guidance (See Appendices A, B & D).

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:

- Speak to the DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- The safeguarding team will record the concern using CPOMS (Child Protection Online Management System).
- All concerns MUST be reported verbally first and then followed up in writing; signing, dating and noting the time you took the information on your statement. You can then hand your statement to the Safeguarding team or email your written statement to the safeguarding email address – safeguarding@mca.manchester.sch.uk. The Safeguarding team will then decide what action is required, this could be advice from Advice and Guidance Team (previously MASH), a referral directly to Children's Services, an Early Help assessment or referral to another team in school to offer support.

Working with 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, including at least 2 emergency contacts.

In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.

We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.

We will inform, and gain consent from parents/carers if possible, if a referral is to be made to Children's Social Care or any other agency unless it is believed that by doing so would put the child at risk eg in cases of suspected sexual abuse. We will record the reasons if consent is not gained.

In such cases the DSL or Headteacher will seek advice from Children's Social Care AGS.

Multi-agency Working

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

We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.

We will notify the named Social Worker if:

- A child subject to a child protection plan is at risk of permanent exclusion
- There is an unexplained absence of a child who is subject to a child protection plan
- It has been agreed as part of any child protection plan or core group plan.

We will regularly review and 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.

CONFIDENTIALITY & INFORMATION SHARING

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, in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine.

We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.

We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information lawfully and keep it safe and secure, with appropriate retention schedules. All Safeguarding and Child Protection information is recorded on CPOMS which has a Data Destruction Policy attached. The academy's GDPR Manager also has a schedule of retention. Please refer to <https://www.manchestercommunicationacademy.com/policies> under the GDPR section for further details. MCA will record information on CPOMS and only share information with partner agencies where a safeguarding concerns overrides GDPR. (See GDPR policy on website)

Child Protection (CP), Child in Need (CIN) and Team around the child / family meetings and conferences

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

We will attend and contribute to initial and review CP conferences, CIN conferences and relevant multi-agency meetings, including core groups. A member of the safeguarding team will be allocated a child/family dependent on the level of support required. The member of staff will normally hold the case until it is closure to ensure continuity for the family, accurate sharing of information and completion of identified actions. The Safeguarding team are employed all year round and so are available during the school holidays. During school holiday times there may be a different member of staff covering cases due to availability. Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as

much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.

Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.

We will discuss and share reports with the parents/carers before the conference.

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

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.

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.

Learning from Serious Cases

The MSP will always undertake a child practice review or serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the SCR 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 we will provide an individual management report for a SCR and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

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

The Curriculum

We are committed to promoting emotional health and wellbeing and to supporting the development of the skills needed to help keep children safe and healthy. This includes face to face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.

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.

This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, questions and challenge and to make informed choices in later life.

Personal Social and Health Education (PSHE), Sex and Relationship Education (SRE), Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.

We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines. Key messages, advice and guidance is provided to children via assemblies, safeguarding awareness sessions, other professionals and visitors.

All children know that there are adults in our school/setting/college 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.

Children are aware of who the safeguarding team are from the awareness sessions they receive, the posters around school and from staff who will direct them to the safeguarding office.

Children are encouraged to contribute to the development of policies through being on the school council or an ambassador. Key staff work alongside the children to produce a child friendly version of the key safeguarding policies.

Online Safety

Online safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.

The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. The filtering methods we use at MCA are Smoothwall and NetSafe. The E-Safeguarding group meets each half term to analyse the generated reports and produce a report for SLT and Governors.

We will encourage children to use Social Media safely, including opportunities for them to think and discuss the issues and to check their sources of information.

We will ensure that children do not misuse their devices whilst in school. Our monitoring systems enable us to view 'live' use of school equipment and record the information. Staff can

act immediately and speak to the child whilst still in the classroom. Any misuse of the internet and school equipment is recorded and reviewed in the E-Safeguarding meeting. The behaviour team will issue a consequence on the day of the incident but once a child reaches 3 incidences, parents are requested to come into school to discuss the behaviour with key staff. It may be decided that internet privileges are withdrawn in school for a period of time.

We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. Staff are advised during their safeguarding induction that we monitor their internet and email use on and off-site and are advised that this should be for school use only. Children are given advice via their Progress Leaders and ICT teacher.

We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website. The E-Safeguarding team are currently undertaking the 360 Accreditation for online minimum standards.

We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. Workshops for parents are provided via our Parent Focus Group meetings, via the website, tweets and facebook or by directing parents to online learning platforms through text messaging. We will share information from reputable groups/agencies such as NSPCC or CEOP.

We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families through staff training, briefing papers, learning walks and monitoring information shared during online sessions.

Safer Recruitment and Selection of Staff

Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE and the LA model policy for Safer Recruitment (Appendices A & D)

At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. The declaration is completed during their safeguarding induction and the legislations explained and discussed.

The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate.

MCA staff provide 2 sessions of after school activities each. This ensures that the school is compliant when it comes to staffing after school provisions. Where outside agencies are used, the school require a declaration from their organisation that confirms they have followed safer recruitment guidelines and that their staff have a current, Enhanced DBS certificate, less than 3 years old. Other organisations do not have use of the school whilst school activities are taking place. Organisations that rent school space for their own use complete a Safeguarding checklist and SLA to ensure they are a legitimate organisation and that they have undertaken vetting procedures. Where other schools have use of the school building e.g. Libyan School, we liaise with the LA Safeguarding team and work together to ensure their safeguarding procedures meet requirements, including offering Safeguarding training to their staff and completing their DBS checks through our umbrella status.

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

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

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.

Risk assessments are carried out on all volunteer activities as required.

Managing Allegations and Concerns against Staff and Volunteers

We follow the DfE guidance KCSIE, Section 4, when dealing with allegations made against staff and volunteers, including where they have behaved in a way that indicates they may not be suitable to work with children (transferrable risk). Allegations must be reported to the Head teacher or DSL verbally and then followed up in writing. Anonymity and confidentiality will be maintained for individuals. Guidance can be sought from the Allegations of Abuse against Staff policy. Where there is a concern that a member of staff may have harmed a child the school will refer to the necessary authorities which could include the LADO (Local Authority Designated Officer), the Police, Children's Social Care and parents.

All allegations made against a member of staff, including supply 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.

Allegations will be referred to the LADO for investigation if they meet the threshold. (KCSIE). We will work with the LADO and other relevant agencies to support any investigations.

We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. Guidance can be found in the Whistleblowing policy on the website.

Historic allegations will be referred to the police.

Safety On and Off Site

Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.

We have good up to date knowledge of our local area and any safeguarding risks to the wider community.

All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained. These visitors will wear a red lanyard to advise staff on site that they do not have the necessary clearance to be unaccompanied on the school site. The department/person who has invited the visitor will ensure they are accompanied by a member of staff at all times.

All visitors must complete an entrance and exit form. These details are held for 21day after the visit. This is to allow for the appropriate time for track and trace. When entering the building all visitors will be given a list of our expectations/ requirements that they must adhere to during their visit to ensure Covid safety.

We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for

determining the appropriate level of supervision depending on the circumstances. We will always check the identities of contractors and their staff on arrival.

We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. We have a policy document that must be completed to ensure all safeguards are met before the organization is allowed to use the school site or building.

We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. We will complete background checks before any organization is given agreement to use the school site or building. We will also ensure that our staff are present in any workshop or session that is being delivered to our children.

We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.

All school visits are fully risk-assessed and no child will be taken off-site without parental permission.

For international exchanges, we will liaise with our 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 the UK.

We have a Health & Safety policy that informs us of procedures should we have a critical incident at school. School Leaders are aware of these procedures and their roles should a critical incident take place. This procedure includes key contact numbers and personnel who can offer the school support and guidance.

Appendices

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

A. Legislation, Statutory Guidance & Ofsted Framework

Definitions of Abuse & Neglect from 'Working Together to Safeguard Children' (updated 2018)

Significant Harm

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

Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

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

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

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

B. 'Keeping Children Safe in Education', Part 1, to be read by all staff & volunteers and Annexe A by all staff working with children

links to the following:

- 'Keeping Children Safe in Education', in full - latest update, currently September 2020
- Ofsted Section 5 Inspection Framework for Schools
- 'Inspecting Safeguarding in Early Years, Schools & Skills Settings'
- 'Working Together to Safeguard Children'
- Prevent Duty, Section 26 Counter Terrorism & Security Act
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Serious Case Reviews & Domestic Homicide Reviews (SCRs & DHRs)
- DFE Statutory Policies for Schools
- DFE Children Missing Education, Stat Guidance
- DFE Designated Teacher for LAC Guidance
- DFE Supervision of Regulated Activity
- Alternative Provision, Stat guidance

- Teachers' Standards
- Governors' Handbook
- 'Listening to & involving children & young people', stat guidance
- Health & Safety Legislation

C. Non-Statutory Guidance

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

D. MCC, MSP and GM Policies, Procedures and Guidance

Links to:-

- MSP Website:-
- MSP & GM Policies
- MSP Multi-agency Levels of Need & Response Framework,
- Safeguarding Concerns, Guidance & Proformas, including escalation process
- MSP LADO Referral Process
- MSP Learning From Serious Case Reviews
- Help & Support Manchester Website:-
- Early Help Strategy, Guidance, Assessments & Referrals
- Signs of Safety Strategy, Guidance & Resources
- National Police Chiefs' Guidance

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

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

F. Links to Other Relevant Education Department Policies / Guidance

Schools Hub

- 'Safeguarding' model policy & guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- Attendance Guidance
- CME Guidance
- Inclusion Strategy

UKIS Governors' Guidance for Online Safety

G. Abbreviations

- CiN Child in Need
- CP Child Protection
- CSC Children's Social Care
- DSL Designated Safeguarding Lead
- EH Early Help
- EHA Early Help Assessment
- GM Greater Manchester
- LADO Local Authority Designated Officer
- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board
- SOS Signs of Safety

H. COVID-19 School Arrangements, March 2020 (updated September 2020)

School Name: Manchester Communication Academy

Policy owner: Andrea Grant

Date: 01.09.2020

Date shared with staff: June & Sept 2020

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This appendix contains summaries of our individual safeguarding arrangements in response

Key contacts

Role	Name	Contact Number	Email
Designated Safeguarding Lead	Andrea Grant	07827 338194	a.grant@mca.manchester.sch.uk
Deputy Designated Safeguarding Leads	Karen Batchelor	07827 360559	k.batchelor@mca.manchester.sc.uk
	Paula Corrigan	07572 168223	p.corrigan@mca.manchester.sch.uk
Executive Principal	John Rowlands	07403 218987	j.rowlands@mca.manchester.sch.uk
Headteacher	Sue Watmough	07949 450849	s.watmough@mca.manchester.sch.uk
Trust Safeguarding Manager	Patsy Hodson/	07763 342200	p.hodson@mca.manchester.sch.uk
	Andrea Grant	07827 338194	a.grant@mca.manchester.sch.uk
Chair of Governors	Robin Lawler	0161 202 0161	Robin.lawler@mca.manchester.sch.uk
Safeguarding Governor / Trustee	Robin Lawler	0161 202 0161	Robin.lawler@mca.manchester.sch.uk
Facilities Manager	Steve Taylor	07827 360123	s.taylor@mca.manchester.sch.uk

Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

We will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School head for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and we will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, we or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

We will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance Monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If we have any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, we will complete the return once as requested by the DfE.

We and social workers will agree with parents/carers whether children in need should be attending school and will then follow up on any pupil that they were expecting to attend, who does not. We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, we will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker.

Designated Safeguarding Lead

The optimal scenario is to have our trained DSL available on site. Where this is not possible, they or one of our trained deputies will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS (or equivalent) and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. To access ICPC/RCPC held at Manchester Safeguarding and Improvement Unit, a report should be sent to qualityassurance@manchester.gov.uk whereby a reply email will be sent 24 hours before the conference containing the dial in details and reports from other partners. Please ensure the person sending the report is the person who will be calling into the conference as the SIU will not be contacting other safeguarding staff separately.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS or equivalent), which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS (or equivalent) from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received. Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher or the DSL. If there is a requirement to make a notification to the headteacher or DSL whilst away from school, this should be done verbally and followed up with an email to the headteacher or DSL.

Concerns around the Headteacher should be directed to the Chair of Governors.

The headteacher/Chair of Governors should follow the usual practice, contact the LADO and make a referral if the concern meets the threshold, as

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or a deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers are working with us, they will continue to be provided with a safeguarding induction and all relevant information.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where we are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

We will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

No 1:1s, groups only (except with explicit permission from parents)

Staff and children must wear suitable clothing, as should anyone else in the household.

Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

The live class should be recorded so that if any issues were to arise, the video can be reviewed.

Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.

Language must be professional and appropriate, including any family members in the background.
Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

We are committed to ensuring the safety and wellbeing of all our children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child.

Details of this plan must be recorded on CPOMS (or equivalent), as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

We and our DSL Team will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

We recognise that school is a protective factor for children, and the current circumstances, can affect the mental health of pupils and their parents/carers. Our staff need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

We are committed to ensuring the safety and wellbeing of all its students.

We will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

We will refer to the Government and LA guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS (or equivalent).

Where we have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the LA.

Peer on Peer Abuse

We recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

We will listen and work with the child, parents/carers and any multi-agency partner required to ensure the safety and security of that child.

Concerns and actions must be recorded on CPOMS (or equivalent) and appropriate referrals made.

Advice, Guidance & Support from the LA

Our headteacher shares all LA updates with relevant staff and all staff are aware of how to access support from our SSQA, the Safeguarding in Education Team, Virtual School and One Education as advised through the daily circulars.