



Sacred Heart RC Primary School

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‘Where Every Heart is Sacred’

Mission Statement

Our school community serves the common good to the benefit of all; where the rights and dignity of every human person are respected and “Every Heart is Sacred”.

We support and encourage everyone to reach their full potential.

We are witnesses to God’s love through our actions; inspiring hope, nurturing love and caring for our Common Home.

We serve each other peacefully, joyfully and truthfully
so that all

‘have life and have it to the full’.

Safeguarding Policy

Sacred Heart RC Primary School

The Headteacher, Suzanne Walker, is the Designated Safeguarding Leader and has the ultimate responsibility for safeguarding.
In their absence, the authorised Designated Safeguarding Leader is the Deputy Headteacher, David Wilson.

KEY SCHOOL STAFF & ROLES

Name	Role	Location and/or Contact Phone Number
<i>Suzanne Walker</i>	<i>Headteacher</i>	<i>Sacred Heart RC School</i>
<i>David Wilson</i>	<i>Deputy Headteacher, SEND Coordinator</i>	<i>Sacred Heart RC School</i>
<i>Eileen Geraghty</i>	<i>Family Support Worker</i>	<i>Sacred Heart RC School</i>
<i>Joy Mohoney</i>	<i>CARITAS Social Worker</i>	<i>Sacred Heart RC School</i>

Named Governor for Safeguarding – Mrs Maree Jordan	<i>Sacred Heart RC School</i>
Named Governor for Prevent – Mr Redman	<i>Sacred Heart RC School</i>

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

If any member of staff or a visitor have a concern about child welfare or safeguarding they must report it immediately to the Designated Safeguarding Lead who will then follow regulations and procedures set out in 'Keeping Children Safe in Education 2018' and this policy. Where staff believe a child is at immediate risk of harm they MUST – complete a referral form and record on the school Child Protection Online System, inform a DSL and where no DSL is available phone MASH and make a referral .

Advice line numbers

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

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

National Society for the Prevention of Cruelty to Children (NSPCC): **0808 800 5000**

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

Approved by:
Barbar Porter

Date: September 2019

Last reviewed on: September 2019

Next review due by: September 2020

1. INTRODUCTION

The Single Equality Act 2010 covers the 9 equality strands defined as protected characteristics: age; disability; gender assignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. In this school we will ensure that at every level, in all of our work and throughout all aspects of school community and its life, all will be treated equally and we will promote and strive for inclusive education. As a Catholic school we live our mission daily. Trying at all times to model the words of Jesus and to 'Love one another as I have loved you'.

- 1.1 This policy has been developed to ensure that all adults in Sacred Heart are working together to safeguard and promote the welfare of children and young people. This policy will be agreed and ratified by the Governing Body and will be reviewed in September 2020.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.
- 1.3 Designated Safeguarding Lead, Suzanne Walker or in her absence, the authorised member of senior staff David Wilson, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of Sacred Heart. This policy complements and supports other relevant school and Local Authority policies (Appendix A).
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children March 2018' and 'Keeping Children Safe in Education Sept 2019'. Sacred Heart will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2 . ETHOS

- 2.1 Sacred Heart aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff.
- 2.2 The school is committed to supporting the delivery of effective early help through multiagency working, a consistent application of the thresholds and the use of a single agency assessment. The Manchester Common Assessment Framework is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and 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.
- 2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.
- 2.4 Sacred Heart will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

3. THE CURRICULUM

- 3.1 All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 3.3 Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

- 3.4 Sacred Heart takes account of the advice and guidance provided to help address specific vulnerabilities and forms of exploitation eg CSE, Radicalisation and Extremism, Forced Marriage.
- 3.5 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4. ATTENDANCE & EXCLUSIONS

- 4.1 Sacred Heart views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school/setting, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- 4.2 The 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 Manchester Common Assessment Framework (MCAF) or a Parenting Contract.
- 4.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
- 4.4 The school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by Sacred Heart.
- 4.5 The designated person will consider any safeguarding issues when there is a risk of a fixed term or permanent exclusion. 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.

5. VULNERABLE GROUPS

5.1 We ensure all key staff work together to safeguard vulnerable children. Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;

- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- is an international new arrival, refugee or asylum seeker
- is looked after, previously looked after or under a special guardianship order.

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

6. KEEPING RECORDS

6.1 Sacred Heart will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life.

7. ROLES AND RESPONSIBILITIES

7.1 The Headteacher of Sacred Heart will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- Designated Senior Members of staff for child protection are identified and receive appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending interagency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Ensure that the Safeguarding and Child Protection policy is available on the school's website.

- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalisation and extremism.

7.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding (Mrs M. Jordan) 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.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education March 2019' and Local Authority procedures.
- All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalisation and extremism.

7.3 The Designated Safeguarding Leads will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers
- Ensure that the schools actions are in line with the 'Manchester's Early Help Strategy and Multi-agency Levels of Need and Response Framework.'
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.

- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.

7.4 All Staff will:

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant policies/procedures.
- Provide a safe environment where children can learn
- Provide a safe environment where children can learn
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individuals and groups of children as required, if appropriate to their role

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

7. SAFE RECRUITMENT AND SELECTION OF STAFF

- 7.1 The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education 2019".
- 7.2 The Headteacher and governing body will ensure that all staff and volunteers in supplementary schools using the mainstream school site will have been vetted and checked (will not apply for all schools and settings).

8. WORKING WITH OTHER AGENCIES

- 8.1 Our key local partners are:
- Chief Police Officer
 - Clinical commissioning Group (NHS)
 - Local Authority
- 8.2 Sacred Heart has developed effective links with other relevant agencies, for example Local Authority, Children's Social Care, Channel, GMP, NHS and the MSCB* and co-operates as required enquiries regarding child protection issues.

The school will notify Children's Services if:

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

9. CONFIDENTIALITY AND INFORMATION SHARING

- 9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.
- 9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

10 TRAINING FOR STAFF AND VOLUNTEERS

- 10.1 All new staff and regular volunteers will receive appropriate safeguarding information during induction. All staff must ensure that they have read and understood 'KCSIE' Part 1 and Annex A (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), 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.

- annual basic safeguarding information about the school's policies and procedures,
- signs and symptoms of abuse (emotional and physical),
- indicators of vulnerability to radicalisation
- how to manage an allegation from a child as well as when and how to record a concern about the welfare of a child.

10.2 In accordance with "Keeping Children Safe in Education 2019" all staff will receive training at induction. The Designated Safeguarding Leader will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.

10.3 All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism (not all examples will be relevant to all schools or settings).

11. RECORDING AND REPORTING CONCERNS

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

- Speak to the Designated Safeguarding Leader 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
- Volunteers or visitors record their concern in writing using the school's reporting form
- Staff report the concern by logging all details onto the Child Protection Online System (CPOMS) (All staff receive training on how to use the system and have a secure log in code)

12. INFORMING PARENTS/CARERS

12.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do

this in partnership with our parents/carers. In most cases, parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

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

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

13. DOMESTIC ABUSE

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

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

13.3. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

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

14. ABUSE

14.1

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. Information about different types of abuse is incorporated into our staff training.

14.2

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 by an adult or adults or by another child or children.

14.3

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.

14.4

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and

adverse effects on the child's emotional development.

14.5

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 or non penetration acts.

14.6 **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.

15. HONOUR BASED VIOLENCE (Forced Marriage and FGM)

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

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

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

16. FEMALE GENITAL MUTILATION

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

16.2 Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.

16.3 Teachers have a mandatory duty to report disclosures of FGM about a female under 18.

17. PREVENTING RADICALISATION and VIOLENT EXTREMISM

17.1 Sacred Heart values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Sacred Heart seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted to, the following: Far Right/Neo-Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

17.2 Sacred Heart is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies – Prevent.

18. E-SAFETY

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

18.2 The internet is an essential element in 21st century life for education, business and social interaction and Sacred Heart has a duty to provide children and young people with quality access as part of their learning experience.

18.3 It is the duty of Sacred Heart to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or 'digital' world.

18.4 Sacred Heart will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

19. ALLEGATIONS OF ABUSE MADE AGAINST OTHER PUPILS (Peer on Peer abuse)

19.1 We recognise that children are capable of abusing their peers.

This may include:

- Sexting
- Upskirting
- Bullying including cyberbullying
- Physical abuse
- Sexual violence
- Sexual harassment including sexual comments

19.2 Abuse will never be tolerated or passed off as "banter" or "part of growing up".

19.3 In Keeping Children Safe in Education 2019 Part 5 page 63 there is now a section entitled Child on Child Sexual Violence and Sexual Harassment which deals with a particular type of allegation.

19.4 This section of the document outlines each staff member's statutory obligations and therefore it is to be read in conjunction with Part 1 of the same document. All staff need to read and understand both sections and will be asked to sign to say they have done so. Any queries must be raised before signing.

19.5 The DSL and safeguarding team want staff to deal confidently with safeguarding issues and are happy to provide any additional training required.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

19.6 If a pupil makes an allegation of abuse against another pupil (peer-on-peer abuse)

- It is essential that the pupil is reassured that s/he is being taken seriously and that they will be supported and kept safe.
- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

19.7 We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff if they are worried or concerned
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- Completing risk assessments to keep children safe

20. Serious Violent crime including knife crime

20.1 All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime.

These include:

- Unexplained gifts or new possessions - these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
- Increased absence from school
- Change in friendship or relationships with others or groups

- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

20.2 CHILD CRIMINAL EXPLOITATION: COUNTY LINE

- Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.
- Like other forms of abuse and exploitation, county lines exploitation:
 - can affect any child or young person (male or female) under the age of 18 years;
 - can affect any vulnerable adult over the age of 18 years;
 - can still be exploitation even if the activity appears consensual;
 - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
 - can be perpetrated by individuals or groups, males or females, and young people or adults; • is typified by some form of power imbalance in favour of those perpetrating the exploitation.

20.3 Sacred Heart curriculum offer includes early intervention anti-bullying and active direct teaching of social and emotional skills children need in order to meet their full potential. For example, the curriculum does include teaching conflict resolution skills, understanding risky situations, and violence and abuse.

21 .CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

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

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

22. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

22.1 The school follows the government guidance 'Keeping children safe in education 2019' when dealing with allegations made against staff and volunteers.

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

23. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

23.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

23.2 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.

24. SERIOUS CASE REVIEWS

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

purpose of the serious case review is to:

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

If required Sacred Heart will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

25. VISITORS

25.1 All visitors, including visiting speakers, are subject to the school's safeguarding protocols which include the use of their mobile phone, while on site and will be supervised at all times.

26 BOOKINGS

26.1 Sacred Heart operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalize pupils or staff.

Further Information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at
www.manchesterscb.org.uk

School Policies:

- Health and Safety,
- Physical Interventions/Restraint,
- Work Experience and Extended work placements,
- Sex and Relationships Education,
- Equal Opportunities,
- ICT and Access to the Internet,
- Extended Schools Activities,
- Behaviour Management including fixed and short term exclusions,
- Trips and Visits,
- Special Educational Needs,
- Toileting and Intimate Care,
- Disability Discrimination,
- Looked After Children,
- Anti-bullying,
- Administration of Medicines.

MSCB Policies and guidance (on MSCB website @ www.mscb.org.uk):

- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment
- Channel – advice and information

APPENDIX B

The following definitions are from Working Together to Safeguard Children (2013)

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.

A 'Good' Safeguarding School

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

ETHOS AND ENVIRONMENT

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

PRACTICES AND PROCEDURES

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

PUPIL TRACKING

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

STAFF TRAINING

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

PUPIL ENGAGEMENT

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

THE CURRICULUM

- The SEAL programme is effectively implemented by all staff and pupils.
- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety, staying safe and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming, child sexual exploitation and radicalisation.

- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

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

INDICATORS OF VULNERABILITY TO RADICALISATION

- Pupil is distanced from their cultural/religious heritage and experience.
- Pupil demonstrates discomfort about their place in society.
- Pupil may be experiencing family tensions at home.
- Low self esteem and sense of isolation.
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremistrecruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance. Pupil uses extremist narratives and global