



## Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

# Crowcroft Park Primary School Safeguarding Policy 2018

## 1. INTRODUCTION

1.1 This policy has been developed to ensure that all adults in Crowcroft Park Primary School are working together to safeguard and promote the welfare of children and young people. This policy has been ratified by the Governing Body at its meeting on December 2018 and will be reviewed in September 2019.

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 welfare.

1.3 The Headteacher/Manager or, in their absence, an authorised member of senior staff Catherine Daly (Deputy Headteacher or Alison Mottram, (Assistant Headteacher) have 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 and functions of Crowcroft Park Primary School. 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 [Keeping Children Safe in Education 2018](#), Crowcroft Park Primary School 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 Crowcroft Park Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2018' 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 multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. Early Help and The Multi Agency Safeguarding Hub 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 childcare 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 Crowcroft Park Primary School 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, 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 respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.

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 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.

3.5 Crowcroft Park Primary School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Online Exploitation, Radicalisation and Extremism, Forced Marriage and FGM.

#### **4. ATTENDANCE & EXCLUSIONS**

4.1 Crowcroft Park Primary School 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. The school attendance officer is a member of the safeguarding team.

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 Multi Agency Safeguarding Hub (MASH) referral 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 Crowcroft Park Primary School in accordance with the School Register Regulations (secondary schools only).

4.5 The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment 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. KEEPING RECORDS**

5.1 Crowcroft Park Primary School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life. Any incidences pertaining to the child whether it be

related to SEN needs, behaviour, safeguarding etc... will be logged on the online CPOMS system.

## **6 ROLES AND RESPONSIBILITIES**

6.1 The Headteacher/Manager of Crowcroft Park Primary School 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 ongoing training, support and supervision. They form the Safeguarding Team.
- Sufficient time and resources are made available to enable designated members 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. The Safeguarding Team hold weekly meetings.
- 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 cooperates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

6.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.

- Senior members of the school's leadership team are designated to take lead responsibility for safeguarding within the school, Headteacher, Deputy Headteacher and Assistant Headteacher.
- 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 Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- Ensure that the school cooperates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

6.3 The Designated Senior Member of Staff for Child Protection has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend updated 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 school's actions are in line with the MCSB Safeguarding InterAgency Procedures. Guidance on these procedures may be found on MSCB website at [www.manchesterscb.org.uk](http://www.manchesterscb.org.uk)
- 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 using CPOMS.
- 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 updated.
- 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. When transferring any information electronically this will be done through secure systems, encryption or password protecting.

## **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 - September 2018"

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). Safer recruitment practice includes scrutinising applicants, verifying identities and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and Disclosure and Barring Service and 'right to work in England' checks. All recruitment panels will contain at least one person who has completed safer recruitment training within timescale.

The Single Central Register is managed by the HR/Finance Officer. This is in line with statutory changes underpinned by regulations.

## **8. WORKING WITH OTHER AGENCIES**

8.1 Crowcroft Park Primary School has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify the District Team 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.

## **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. Page 4

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 staff should be made aware of the school's safeguarding systems as part of their induction.

10.2 All staff should receive appropriate child protection training which includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional and physical), how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

10.3 In accordance with "Keeping children safe in education - September 2018" all staff will receive training at induction. The Designated Person for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.

10.4 All staff will receive training or briefings on particular safeguarding issues, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse and Child Sexual Exploitation, 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 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 Person or the person who acts in their absence. (See Safeguarding Key Contacts).
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system CPOMS.

## **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 Person or Headteacher 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 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. FORCED MARRIAGE**

14.1 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 child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

14.2 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.

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

## **15. FEMALE GENITAL MUTILATION**

15.1 Female Genital Mutilation (FGM) is an 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.

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

## **16. PREVENTING RADICALISATION and VIOLENT EXTREMISM**

16.1 **Crowcroft Park** 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. **Crowcroft Park** 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.

16.2 **Crowcroft Park** is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

## **17. CHILDREN MISSING FROM EDUCATION**

17.1 The school will follow the Local Authority's procedures for 'Children Who May Be Missing/Lost From Education'. When children on roll do not turn up, the school will use a range of procedures and personnel to quickly inform parents, carers, Children's Services and Education Welfare officers. School staff will phone parents and carers promptly to ensure that children are safe.

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

## **18. PEER TO PEER ABUSE**

18.1 Crowcroft Park Primary School recognises that children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting and initiating/ hazing type violence and rituals.

18.2 Sexual violence and sexual harassment can occur between two children at any age and sex. At Crowcroft Park Primary School we do not tolerate sexual violence or sexual harassment. Staff will challenge behaviours such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Children are taught through PSHE lessons that such behaviours are not an inevitable part of growing up and all reported behaviours will be challenged.

18.3 If staff have a concern regarding sexual violence or harassment of a child, or a child makes a report to them, then a referral needs making immediately to the DSL or DDSL, who will then follow the guidance in KCSIE, Part 1 2018, paragraph 23.

## 19. COUNTY LINES

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. No one really knows how many young people across the country are being forced to take part, but The Children's Commissioner estimates there are at least 46,000 children in England who are involved in gang activity.

Often, these children are seen as criminals. Criminal gangs deliberately target vulnerable children – those who are homeless, living in care homes or trapped in poverty. These children are unsafe, unloved, or unable to cope, and the gangs take advantage of this. The gangs groom, threaten or trick children into trafficking their drugs for them. They might threaten a young person physically, or they might threaten the young person's family members. The gangs might also offer something in return for the young person's cooperation – it could be money, food, alcohol, clothes and jewellery, or improved status – but the giving of these gifts will usually be manipulated so that the child feels they are in debt to their exploiter. Any suspicion that children are involved in these activities must be reported via the normal safeguarding routes.

Typical signs of potential involvement in criminal exploitation are:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

## **20. SAFEGUARDING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES AND MEDICAL NEEDS.**

KCSIE (2018) makes further specific reference to the safeguarding of particular groups of children and young people. There's a concern that for children with SEN and disabilities, their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should consider whether that is a sign of potential abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Schools should make sure that children with SEN and disabilities have got a greater availability of appropriate mentoring and support.

Each school should provide clear procedures for managing prescription medicines which need to be taken during the school day. All staff are given clear guidance on the administration of medicines All staff are issued with information at the start of each academic year which outlines the students with the asthma, diabetes, anaphylaxis and epilepsy. Staff have responsibility to check the medical information for all the classes they teach.

## **21. SAFEGUARDING CHILDREN FROM GROUPS WHO MAY EXPERIENCE INCREASED VULNERABILITY**

Looked after children, those on the edge of care and care leavers

The most common reason for children to become 'looked after' is as a result of abuse or neglect. Each school will ensure all staff have the necessary skills and understanding to keep Looked After children safe. Appropriate staff will have access to information about a child's Looked After status and care arrangements, including the level of authority delegated to the carer by the local authority caring for the child. The DSL/DDSL will have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Once children come into the care system, they are afforded special status and protection. This is not the case for children on the edge of care. Schools need to be aware of those children and young people who are known to social care but who are not formally in the care system. The safeguarding of this group of people also needs careful planning.

Those who leave care, perhaps by being adopted, have the advantage of achieving a long term family context. Even so, their safeguarding needs and issues will need to be considered and planned for.

## **22. CONTEXTUAL SAFEGUARDING**

22.1 This recognises that children, especially as they move into adolescence, are involved in wider social contexts beyond home and school. This can include public places where children and their peers 'hang out', in parks, on public transport etc, but which may present increased risk of child sexual exploitation, peer on peer abuse, radicalisation, involvement in gangs or other forms of abuse. Contextual safeguarding acknowledges and assesses the risks beyond the home and seeks to ensure that interventions helps to protect children in whatever contexts they find themselves. Contextual safeguarding is not simply about the child, however. It is about ensuring the context (the park, the shopping centre, public transport etc) is subject to a child protection assessment and intervention. For more information on this and the specific partnership role of school-based staff, see:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

## 23. E-SAFETY

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

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

23.3 It is the duty of **Crowcroft Park** to ensure that every child and young person in its care is safe and this applies to the 'virtual' or digital world.

23.4 **Crowcroft Park** 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.

## 24. PUPIL INFORMATION

24.1 The school will take sensible steps to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The school will require parents and carers to provide accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- At least two emergency contact details (if different from the above).

- Details of any persons authorised to collect the child from school (if different from the above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc...)
- If the child is or has been on the Child Protection Plan or subject to a care plan.
- The name and contact details of the child's or family GP.
- Any other factors which may impact on the safety and welfare of the child.

Each school will collate, store and agree access to this information through its Management Information System.

## **25. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS**

25.1 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.

25.2 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.

## **26. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

26.1 The school follows the government guidance Keeping children safe in education – September 2018 when dealing with allegations made against staff and volunteers.

26.2 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.

## **27. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS**

27.1 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.

27.2 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.

## **28. SERIOUS CASE REVIEWS**

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

28.2 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.

28.3 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.

28.4 Improve inter-agency working to better safeguard and promote the welfare of children and young people.

28.5 If required **Crowcroft Park** 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.

## **29. VISITORS**

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

## **30. BOOKINGS**

30.1 **Crowcroft Park** 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 and disseminate extremist views or radicalize pupils or staff.

This policy has been ratified by the Governing Body at its meeting in **September 2018** and will be reviewed in **September 2018**. **Further Information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at [www.manchesterscb.org.uk](http://www.manchesterscb.org.uk)**

## **APPENDIX A**

### **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 @ [www.msrb.org.uk](http://www.msrb.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

## **APPENDIX B**

The following definitions are from Working Together to Safeguard Children 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.

## **APPENDIX C**

### **A 'Good' Safeguarding School**

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

#### **ETHOS AND ENVIRONMENT**

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

## **PRACTICES AND PROCEDURES**

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The CAF and the Continuum of Need and Responses are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date. CAF 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. CRB checks are in place and regularly updated. Appropriate Risk Assessment procedures are in place and updated.

## **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 updated training on Safeguarding and identified staff receive higher level training as appropriate.

## **PUPIL ENGAGEMENT**

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

## **THE CURRICULUM**

- The SEAL programme is effectively implemented by all staff and pupils.
- 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 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 and child sexual exploitation. 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 extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage.

## SAFEGUARDING KEY CONTACTS

Designated Safeguarding Lead: Ms Lizzie Wray  
Headteacher  
Contact number: 0161 224 5914

Deputy Designated Safeguarding Lead:: Ms Catherine Daly  
Deputy Headteacher  
Contact number: 0161 224 5914

Designated Safeguarding Lead: Mrs Ally Mottram  
Assistant Headteacher  
Contact number: 0161 224 5914

Designated Safeguarding Officer: Miss Liz Webb  
Contact Number: 0161 224 5914

Nominated Governor for Child Protection:  
Contact Number: 0161 224 5914

### **KEY CONTACTS WITHIN THE LOCAL AUTHORITY**

**The Manchester Social Services Centre** is able to provide advice and consultancy.  
Contact number: 0161 234 5001  
Fax: 0161 255 8226

## **REFERRAL TO SOCIAL CARE SERVICES**

Where the school has **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours, telephone: First Response 0161 219 1911.

To make **URGENT** referrals **OUTSIDE OF OFFICE HOURS** telephone: 0161 234 5001