

# **Link Learning Trust**



## **Safeguarding and Child Protection Policy**

**Reviewed: September 2023**  
**Review date: September 2024**  
**Ratified by Trust Board: October 2023**

Name	Role
<b>BARLOW HALL</b> The Executive Headteacher, Jayne Kennedy, has strategic oversight of safeguarding at LLT Trust Schools, including Barlow Hall.  Head of School, Emily Henderson holds responsibility for safeguarding at Barlow Hall.  In their absence, the authorised member of staff is Deputy Headteacher, Alice Corlett.	
Emily Henderson	<i>(DSL) LAC DP</i>
Jayne Kennedy	<i>Executive Headteacher- DSL team</i>
Alice Corlett	<i>Deputy Headteacher – KS1 team DSL team, Mental Health Lead</i>
Sonia Peacock	<i>Assistant Head- UKS2 DSL team</i>
Alison Brien	<i>Assistant Head – KS2 team</i>
Evonne Williams	<i>Assistant Head - EYFS DSL team</i>
Sharon Drinkwater	<i>Parent Support Advisor- EH lead/ Attendance</i>
Debbie Jackson	<i>Lead Learning Mentor- Specialist support, Mental Health First Aider</i>
<b>BROOKBURN</b> The Executive Headteacher, Jayne Kennedy, has strategic oversight of safeguarding at LLT Trust Schools, including Brookburn.  Head of School, Jen Holden holds responsibility for safeguarding at Brookburn.  In their absence, the authorised member of staff is Deputy Headteacher, Beth Owen.	
Jennifer Holden	<i>Head of School (DSL) LAC DP / Mental Health Lead</i>
Beth Owen	<i>Deputy Headteacher (DSL) LAC DP</i>
Natalie Mason	<i>Dolphins After school club Leader (DSL)</i>
Harriet Ikin-Tomkinson	<i>SEND and Mental Health First aider</i>

<b>NAMED SAFEGUARDING TRUSTEE</b>
Suzanna Ingham
<b>NAMED ACADEMY COUNCILLOR * for Safeguarding &amp; Prevent</b>
BARLOW HALL - Mike Cowell BROOKBURN – Colin MacFarlane

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

- If any member of staff, visitor or volunteer have any concerns about a child's welfare they must act on these concerns **immediately**.
- Report the concern to the DSL of the school or in their absence a member of the Designated Safeguarding Team (KCSiE 1.72). They will make a decision about what the next steps will be.
- Record the concern as accurately as possible on CPOMs and link the DSL. Volunteers and visitors must complete a 'Safeguarding Concern' form. These are kept in the main office.
- For staff that do not have access to CPOMS (volunteers, LOs, agency staff), if a disclosure has been made, complete the 'Reported Disclosure' form - Appendix 1. This will be added to CPOMs. For other staff this will be reported and a record of kept on CPOMs

**Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) will be made immediately.** The DSL will contact the Manchester Contact Centre who will connect you to the Social Care Advice and Guidance Service. (AGS: **0161 234 5001**) The Manchester Front-door Safeguarding Contact process including the AGS Partnership Flowchart will be followed. (Appendix H)

The following details must be available for this conversation:

- The child's presenting needs
- What you have already done or where you've accessed support
- Consent from the family to talk to AGS unless this may put the child at risk.

Further agencies that may be contacted are:

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

Complex Safeguarding Hub Advice Line: **0161 226 4196**

MCC Safeguarding in Education Team: **0161 245 7171**

If Early Help is appropriate, the DSL will lead on liaising with other agencies and set up an assessment as appropriate. The DSL will contact the Early Help Hub for advice if necessary.

Early Help Hubs:

North **0161 234 1973**, Central **0161 234 1975**, South **0161 234 1977**

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

- This should be referred to the Head of school, who will refer to the Executive Headteacher (1.72).
- Where there are concerns/allegations about the Head of School, this should be referred to the Executive Headteacher.
- Where there are concerns/allegations about the Executive Headteacher, this should be referred to the chair of the Trust Board.

The Head of School / DSL will:

- Confirm that the child/children are safeguarded
- Obtain a written account which has been prepared by the person whom the allegation was made
- Record details of any potential witnesses
- Record the details of any discussions and the rationale for any decisions that have been made about the child/ member of staff
- Inform the Manchester LADO (Sometimes known as DOLA or LA Designated Officer): **0161 234 1214**

Make a referral to the Manchester LA Designated Officer within 1 working day if allegation meets MSCB criteria (follow MSCB referral guidance)

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

The effectiveness of our safeguarding arrangements are monitored by SLT, the Academy Councils and Link Trust through yearly Trust safeguarding checks which involves commissioning an external safeguarding QA visit, termly Safeguarding reports to Academy Council by Head of School and visits by link councillors within the school year. Schools complete the Manchester Local Authority Safeguarding Self Evaluation audit every year. (KCSiE 2.78)

Review Date	Changes made	By whom
November 2018	Policy reviewed	Jennifer Holden/Schelene Ferris
September 2019	Policy reviewed	Jennifer Holden/Schelene Ferris
March 2019	Interim policy review- COVID-19 appendix	Jennifer Holden/Schelene Ferris
September 2020	Policy reviewed	Jennifer Holden/Schelene Ferris
January 2021	COVID-19 appendix	Jayne Kennedy/Schelene Ferris
September 2021	Policy reviewed	Jennifer Holden/Schelene Ferris
September 2022	Policy reviewed	Emily Henderson/Jennifer Holden
September 2023	Policy reviewed	Emily Henderson/Jennifer Holden

#### **Ratification by Trust Board**

Academic year	Date of ratification	Chair of Trust Board
2018-2019	27.09.18	Lord Bradley
2019-2020	12.12.19	Joan Dean
2020-2021		
2021-2022	30.09.21	
2022-2023	9.12.2022	Adrian Young

## **CONTENTS:**

- 1. Introduction**
- 2. Roles & Responsibilities**
- 3. Training & Awareness Raising**
- 4. Safeguarding/Child Protection Policy & Procedures**
- 5. Case Management, Record Keeping & Multi-agency Working**
- 6. The Curriculum**
- 7. Online Safety**
- 8. Peer on peer abuse**
- 9. Safer Recruitment**
- 10. Managing Allegations**
- 11. Safety On & Off-Site**
- 12. Complex Safeguarding**

## **APPENDICES:**

**Part 1 & Annex A of 'Keeping Children Safe in Education (KCSIE), September 2023- statutory guidance to be read by all staff**

- A. Legislation, Statutory Guidance & Ofsted Framework \***
- B. Non-Statutory Guidance**
- C. MCC & MSCB \***
- D. Other Relevant School Policies/Procedures**
- E. Other Relevant LA Education Department Policies/Guidance**
- F. Abbreviations**
- G. Manchester Front-Door Safeguarding Contact Process- AGS Partner Flowchart, September 2021**

## 1. 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 Link Learning Trust are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice. This includes regular staff, supply staff, volunteers, visitors and contractors.

This policy was initially ratified by the Trust Board at its meeting on the 27<sup>th</sup> September 2018 and was reviewed and updated regularly to ensure that further updates to KCSiE, to the Ofsted Framework or any relevant legislative changes have been incorporated. The most recent review reflects this from 1st September 2023.

Our approach is child-centered.

**‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child.’ (KCSiE, 2023, 1.2)**

See Appendix A, Part 1 of KCSiE, for definitions of Significant Harm, Physical Abuse, Emotional Abuse and Neglect from and further information about Complex Safeguarding Issues including Child Sexual Exploitation, Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Modern Slavery, Knife Crime, County Lines in the full statutory guidance. (KCSiE, Part 1, Part 5 and Annex B)

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect
- Channel
- Child Criminal Exploitation
- Child Sexual Exploitation
- Children and the Court System
- Children Missing Education
- Children with Family Members in Prison
- County Lines
- Domestic Abuse
- Early Help
- Homelessness
- Mental Health
- Online Safety, including Education at Home
- Peer on Peer/Child on Child Abuse – including sexual harassment, upskirting & sexting
- Prevent Duty
- Preventing Radicalisation
- Serious Violence

- Sexual Violence and Sexual Harassment between children in schools and colleges
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing

Safeguarding and promoting the welfare of children 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. At Link Learning Trust our Trust Board will 'ensure that safeguarding and child protection is at the forefront and underpins all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at heart.'

**'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, 1.4)

## **ETHOS**

Schools in the Trust 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. Our schools are committed to the principles outlined in 'Working Together to Safeguard Children 2018' (in process of review) and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff. The UN Convention on the Rights of the Child is at the heart of everything we do at Link Learning Trust.

Our schools are committed to identifying support at the earliest opportunity through the delivery of effective early help using 'The Multi- Agency Levels of Need and Response Framework.' The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

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

Our schools will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

1. Under the Education Act 2002, schools 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' (in process of review) and 'Keeping Children Safe in Education 2023.' Our policy ensures that we comply with our Statutory Duties (Appendix A & B)
2. Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations.

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 C & E)
4. Our policy complements and supports other relevant school policies (Appendix D).
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.

## **2. ROLES & RESPONSIBILITIES**

### **2.1 LEADERSHIP & MANAGEMENT**

Our Trust Board have a strategic responsibility for our school's safeguarding arrangements and will ensure that they comply with their duties under legislation. They will have regard to KCSiE 2023, ensuring policies, procedures and training in their schools are effective and comply with the law at all times.

2.1.1 Our **Trust Board/Academy Council** 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.

2.1.2 The Trust Board 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.
- All members of the Trust / Academy Council have read the most recent publication of Keeping Children Safe in Education in its entirety.
- Named members are identified as the designated trustees/academy councillors for Safeguarding and for Prevent and receive appropriate training, to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.81, 2.95–97)
- They facilitate a whole trust approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.
- Where there is a safeguarding concerns, they and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be taken seriously, and knowing they can safely express their views.



- The identified Safeguarding trustee/academy councillor will provide the trustees and academy council with appropriate information about safeguarding and will liaise with the designated member of staff. (Termly Head of School report and annual Safeguarding report and safeguarding self-evaluation.)
- 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. (Termly safeguarding meetings with DSL to reflect on practice and arrangements/opportunities to shape arrangements during staff training).
- Addenda or appendices may be added during periods of crisis to reflect changes of circumstance.
- The Safeguarding Policy will reflect our approach to child on child abuse, include reporting systems, include policies such as digital safeguarding and Special Educational needs and disabilities (SEND)
- The Communication Strategy: Behaviour will include measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers. (See LINK LT Safer recruitment policy)
- We have procedures in place for dealing with allegations of abuse against members of staff, supply teachers and volunteers and these are in line with KCSIE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes. This is monitored by the DSLs and reported to the Academy Council and Trust Board through the termly Head of School and Executive Headteacher report.
- There is appropriate challenge and QA of the safeguarding policies and procedures, with monitoring by Safeguarding Trustee. Additionally, a Barlow Hall Academy Councillor is an IRO (Independent Reviewing Officer for safeguarding). Evidence of challenge found via minutes of LINK LT meetings and QA school partner visits, termly.
- We ensure child protection files are maintained as set out in Annex C of KCSIE.
- Our Academy Councillors and Trustees are able to challenge that online safety and online education duties are fulfilled.

## 2.2 Executive Headteacher

2.2.1 Our Executive Headteacher and Head of School are fully aware of their 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:

**‘Schools should work with local authority children’s social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. (KCSiE 2.113)**

**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, 2.114)**

2.2.2 Our Executive Headteacher and Heads of School are fully aware of statutory guidance in KCSiE and will ensure that:

- The policies and procedures adopted by the Academy Council to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply staff and volunteers, and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply staff, volunteers, visitors and contractors 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 (bi-annually).
- We share the Safeguarding Self Evaluation and Action Plan with the Trust Board/ Academy Council annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A Designated Senior Member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding (including online safety) and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Deputy designated safeguarding leads will be trained to the same standard as the designated safeguarding lead.

- Procedures exist to minimise risk of child on child abuse and consider how allegations of child on child abuse will be investigated and dealt with. There is a clear procedure on how victims of child on child abuse will be supported. (p104)
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in our prospectus and during admission meetings.
- 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 PSHCE, UNICEF Rights Respecting Pupil Council, NSPCC workshops and is accessible to all children. Pupil voice activities are completed regularly to ensure all children know how to raise a concern and who to speak to should they have any worries.
- 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. Feedback is taken following referrals, and Academy Councils are informed on a termly basis as to number of referrals made and what further action was taken. This information is collated and shared with the Trust Board safeguarding lead. The Executive Headteacher, Heads of School and DSL can be contacted out of hours and during school holidays through the school website.
- Schools in the trust have signed up to implement the principles and aims of the Encompass Model and recognise the sensitive nature of the information provided. This information is retained in accordance with the principles of data protection.
- 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 the children and such concerns are addressed sensitively and effectively. This is done through training, regular updates and following up any concerns immediately.
- Any staff commissioned who are carrying out regulated activities 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. (Procedures: Initial check of organisation to ensure legitimacy/ check if any links to extremist views/ assessment of educational value and age appropriateness/ senior member of staff present during any presentation)

- Visitors are provided with safeguarding and child protection information - see visitor procedures.

## 2.3 DESIGNATED SAFEGUARDING LEAD (DSL)

2.3.1 The **Designated Safeguarding Lead (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. He/she takes lead responsibility for Early Help, safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place), although other activities may be delegated if appropriate.

2.3.2 The DSL, together with team as applicable, will:

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Understand the difficulties some children may have in approaching staff about their circumstances
- 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, be aware of any guidance issued by the DfE, MSP and LA through DSL networks, Safeguarding Newsletters and Circular Letters concerning safeguarding and update school procedures/policies as necessary.
- Provide support and training for staff and volunteers through annual training plan (including on line and face to face training) Staff will complete regular online assessments to check understanding of specific safeguarding issues.
- 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 follow escalation process if necessary. Following a referral being made DSLs will monitor, record and follow up to ensure effective action has been taken.

### **Arrangements:**

- Concern raised- referred to DSL/ member of DSL team (Recorded on CPOMS)
- Decision made as to next steps –manage internally/ complete an Early Help Assessment/ referral to Advice and Guidance service
- Reasons for decision logged
- Follow up by DSL if necessary in line with MSP procedures
- Understand the assessment process for providing Early Help
- Have a working knowledge of how the LA conducts a child-protection case conference and review conference, and be able to attend and contribute to these effectively.

- Refer cases to the Channel programme where there is a radicalisation concern or support other staff who have made such referrals.
- 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. Access to professional supervision is recommended practice.
- Know when to call the police if a crime may have been committed following the National Police Chief's Guidance (Annex C, p.165)
- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult (Pace Code C 2019) (Annex C p.165)
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- 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.
- Create and maintain child protection files and keep them up to date
- Keep information confidential and store securely with a separate file for each child – all safeguarding information is held within the CPOMs online safeguarding system. Only DSLs have access to view and read confidential safeguarding information regarding pupils, using encrypted access.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Understand the lasting impact that adversity and trauma can have on children and young people.
- 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.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance.
- Always be available during school hours during term-time, and at other times as designated by the Executive Headteacher. Out of hours or holiday – Executive Headteacher or DSL.
- Understand and support the school with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from risk of radicalization.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Ensure the child protection policy is available publicly and parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school/college in this.
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child.

2.3.3 **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.

2.3.4 **All staff** will:

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/ Annex A/ Annex B of KCSiE 2023 as directed by the Executive Headteacher/ DSL
- 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 and Together and the Achieving Change Together (ACT) model. They ensure that the voices of children are listened to and taken account of.
- Attend specific online safety training so they are aware that technology is a significant component in many safeguarding and wellbeing issues.
- Attend training sessions/briefings as required to ensure that they follow relevant Policies /procedures e.g. Communication Strategy - Behaviour Management Policy/Positive Handling Policy
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those who:
  - have poor attendance or are persistently absent from education
  - have a social worker
  - are disabled or have certain health conditions and have specific needs
  - have special educational needs (whether or not they have a statutory Education, Health and Care Plan)
  - have a mental health need
  - are young carers
  - are LGBT+
  - have a family member in prison, or is affected by parental offending
  - are in a family circumstance presenting challenges for the child such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Be approachable to children and respond appropriately to any disclosures
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in the response to a whole school approach to the issue.
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious and actively build trust relationships which facilitate communication.
- Are aware of child on child abuse. This is most likely to include, but is not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating/instigating violence and rituals.
- 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
- Be aware of the local early help processes and understand their role in it
- 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

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

**3.**

#### **4. TRAINING AND AWARENESS RAISING**

- 3.1 In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including online safety and their responsibilities in relation to filtering and monitoring) and be made aware of the systems in place which support safeguarding. E.g. Communication Strategy (Behaviour). This is led by the DSL. Online training is also available. This training will be regularly updated.
- 3.2 All staff must ensure that they have read and understood 'Keeping Children Safe in Education: Part 1 /Annex A and/or Annex B). This is included in the Code of Conduct which staff must sign each year to confirm they have read this. L1 safeguarding is followed up with online training through National Online Safety that staff can access across the year.
- 3.3 Updates are given through annual training, staff meetings and noticeboards.
- 3.4 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). They will also look at indicators of vulnerability to exploitation and radicalisation, peer on peer abuse and the systems in place to report abuse, and how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.
- 3.5 All staff will receive specific online safety training through [Nationalonlinesafety.co.uk](https://nationalonlinesafety.co.uk). This is integrated into Link Learning Trust's approach to safeguarding.
- 3.6 Staff will receive specific training on child on child sexual violence and sexual harassment. (Part 5: KCSIE) This will include child on child abuse. We will ensure that all staff recognise that children are capable of abusing their peers.
- 3.7 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) and the impact of trauma on children and young people.
- 3.8 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. These are included in bulletins, staff meetings and e-mail. The DSL will disseminate key information following DSL network meetings
- 3.9 All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years. (See Safer Recruitment Policy 2022)

## **4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES**

### **4.1 PUPIL VOICE- Article 12 (respect for the views of the child)**

4.1.1 Children are encouraged to contribute to the development of policies and share their views via pupil voice, Rights Respecting Council, internal classroom procedures, PHSE curriculum.

4.1.2 We support the LA in its progress towards UNICEF Child Friendly City status and participate in the UNICEF Rights Respecting School programme. Both schools within the trust are accredited at Silver level and are working towards Gold accreditation in the academic year 2023-24.

### **4.2 ATTENDANCE- Article 28 (Right to an education)**

We adopt MCC Attendance Policy and Attendance Strategy and reflect these in our own policies. We attend targeted support meetings related to attendance when required.

4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. 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.

4.2.2 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 an Early Help Assessment (EHA) or a Parenting Contract.

4.2.3 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.

4.2.4 We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2023) to assist with strategies for supporting children and young people experiencing anxiety to return to school.

4.2.5 We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date, in response to learning from local serious case reviews.

### **4.3 EXCLUSIONS**

4.3.1 We comply with statutory regulations and with the LA Inclusion Policy (October 2019, updated 2021).

4.3.2 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.



4.3.3 We will work with the MCC Weapon Carrying in Schools and Colleges guidance (Appendix C) to assist in decision making around exclusion and other responses to carrying or using weapons in school.

4.3.4 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.

**4.4 VULNERABLE GROUPS- Article 20 (children unable to live with their family), Article 21 (adoption), Article 22 (refugee children), Article 23 (children with a disability), Article 30 (children from minority or indigenous groups)**

4.4.1 We ensure all key staff work together to safeguard vulnerable children. This includes those children causing concern but not yet reaching statutory intervention level, as well as those children who are in receipt of statutory support. Vulnerable children are discussed through weekly inclusion meetings (RAG rated + scaling are used to measure the impact of support) Regular case review meetings, inclusion meetings, CPOMs and Agenda Items at SLT meetings are also used to protect vulnerable children.

4.4.2 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)
- Has a mental health need
- Is a young carer
- Has a social worker
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal 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
- Are LGBT+ (KCSiE, Part 2:203-205)
- Is an international new arrival, refugee or asylum seekers
- Is looked after, previously looked after or under a special guardianship order
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

- Is persistently absent from education, including persistent absences for part of the school day
- Has the potential for adultification

4.4.3 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 (KSCiE, Part 2:199).

4.4.4. 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. We have clear systems in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems (KCSiE part 2:180-186).

4.4.5. Children who are LGBT+ is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Children who are LGBT may not feel they have a trusted adult to turn to.

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

4.4.7. 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 (KCSiE, 187-196).

4.4.8. Where children have or have had a social worker, we will work alongside the social worker to ensure there is a clear education focus in the plan for the child.

## **4.5 CHILD ON CHILD ABUSE**

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

4.5.2 Our procedures and approach to the issue of child on child abuse are summarised below:-

- The procedures to minimise the risk of child-on-child abuse
- The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously
- How allegations of child-on-child abuse will be recorded, investigated and dealt with

- Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- Recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and simply not be reported
- Our clear zero-tolerance approach to abuse, never passing it off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’.
- Recognition that it is more likely girls will be victims and boys’ perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously
- Recognition of the different forms child on child abuse can take

#### 4.5.3 Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2022, which are as follows:

We will respond to all reports of sexual violence and/or sexual harassment in line with the guidance in KCSiE 2023; Part 5, DfE advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges, and MSP response guidelines.

- Through training we will ensure that all staff understand that:
- Link Learning Trust has a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- Sexual violence and sexual harassment can occur between two children of any age and sex.
- Abuse is abuse and must not be passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. All allegations will be treated seriously and in confidentiality.
- Decisions about what response is needed will be made on a case by case basis, with the DSL taking the lead role and using their professional judgement, supported by other agencies such as children’s social care, Bridgelea Outreach Service, and the police as required.
- Where there is a report of sexual violence, the DSL and Executive Headteacher will make an immediate risk and needs assessment. Risk assessments will be recorded electronically on CPOMS.

## 4.6 ELECTIVE HOME EDUCATION

- 4.6.1 We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child’s best education is at the heart of the decision.
- 4.6.2 We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs
- 4.6.3 If a parent/carer informs us of their **intention** to remove their child/ren from school, before the final decision is made we will, ideally, co-ordinate a meeting between ourselves, Manchester Elective Home Education Team and other key professionals to ensure the best interests of the

child have been considered. This is especially important if the child has SEND, is vulnerable or has a social worker.

4.6.4 We will inform Manchester LA of all deletions from the admission register when a child is taken off-role and we understand that a child may be removed from roll as soon as the parent has informed us of their decision.

4.6.5 We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education

## 5 CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

### 5.1 KEEPING RECORDS

- All safeguarding/ child protection records are kept on CPOMS.
- Records will include: a clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

5.1.1 The DSL has overall responsibility for the management of these records.

5.1.2 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

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

5.1.4 We keep our safeguarding records secure.

5.1.5 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and as soon as we are informed of the new school. We keep a copy of the file in accordance with our Transfer of Records Policy and LA Guidance (p98). LINK has a safeguarding Data Management procedure for transferring safeguarding records. This is an appendix to the Data Protection policy.

### 5.2 RECORDING AND REPORTING CONCERNS

5.2.1 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 (KCSIE Part 1 in Appendix A). Staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child. If a concern arises all staff, volunteers and visitors must follow the procedures summarised in KCSIE and in this policy and act on them immediately:

- 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
- Record the concern using our safeguarding recording system
- Internal staff- CPOMs/ Reported Disclosure form (Appendix)
- Visitors/ volunteers/ external agencies- Reported Disclosure form
- Decision will be made whether a) referral not required- relevant action such as learning mentor support and/or early help- internal monitoring by DSL AND Inclusion Team b) referral made if concerns escalate
- Decision made by DSL/ DSL team in their absence, that a referral is made to Children's Social Care (and call police if appropriate)
- Within 1 working day, social worker make decision about what response is required (KCSIE, p.23)
- Staff should do everything they can to support social workers and at all stages the child's circumstances will be kept under review. Information will be shared as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

### **5.3 WORKING WITH PARENTS/CARERS- Article 5 (parental guidance and a child's evolving capacities to make their own choices), Article 18 (parental responsibilities and support needed to raise children)**

- 5.3.1 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.
- 5.3.2 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.
- 5.3.3 We aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).
- 5.3.4 We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency **unless it is believed that doing so would put the child at risk**, e.g. in cases of suspected sexual abuse. We will record the reasons if consent is not gained.
- 5.3.5 In such cases the DSL or Executive Headteacher will seek advice from Children's Social Care AGS.

### **5.4 MULTI-AGENCY WORKING**

- 5.4.1 We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- 5.4.2 We will develop effective links with the Early Help Hubs and carry out Early Help Assessments (EHA) as appropriate.

5.4.3 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 receive an Operation Encompass notification and believe the social worker may not be aware of the circumstances

5.4.4 We will regularly review concerns as detailed in KCSiE and will follow LA and MSP procedures if there is a need to re-refer or to escalate. (See Appendix H)

## **5.5 CONFIDENTIALITY & INFORMATION SHARING**

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

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

5.5.3 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.

5.5.4 We have arrangements in place that set out clearly the processes 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 when and what to share, when and what not to share, and systems for recording the reasons for these decisions.

5.5.5 We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information fairly and lawfully and keep it safe and secure, with appropriate retention schedules.

5.5.6 We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and safety of children (KCSiE Part 2: 115-123)

5.5.7 System: Child Protection records will be transferred to the new school through CPOMS/ file will be sent and record that has been received added to CPOMS

5.5.8 Records will be kept on CPOMS from DOB +25years- Secure disposal.

## **5.6 CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE CHILD/FAMILY (TAC/TAF) MEETINGS AND CONFERENCES**

- 5.6.1. 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. Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible.
- 5.6.2. We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. Arrangements: Executive Headteacher / Head of School or a member of DSL team to attend conference during holidays and if not possible a member of the Education team - Senior Officer for Safeguarding Quality Assurance in schools – Liz Rose, will be contacted [elizabeth.rose@manchester.gov.uk](mailto:elizabeth.rose@manchester.gov.uk).
- 5.6.3. 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. They 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.
- 5.6.4. Our reports will always include the voice of the child, which is especially important where there may be barriers to communication. Observations of the child will also be included. **(Article 12: Respect for the views of the child)**
- 5.6.5. We will discuss and share reports with the parents/carers before the conference.
- 5.6.6. All relevant staff will be confident in using the tools which are part of the Signs of Safety approach, including refreshed and updated versions.

## **5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS**

- 5.7.1 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.
- 5.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 5.7.3 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.
- 5.7.4 We will endeavour to keep the child or adult informed about the progress of the complaint / expression of concern.

## **5.8 LEARNING FROM SERIOUS CASE REVIEWS**

5.8.1 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

5.8.2 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.

5.8.3 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.

## **6 THE CURRICULUM - Article 29 (goals of education)**

6.1. We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills. This includes face to face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.

6.2. All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

6.3. 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.

6.4. We take a proactive approach in respect of sexual violence and sexual harassment between children by ensuring safeguarding is taught as part of our curriculum. Pupils are taught to understand the issue and meaning of consent and what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour as delivered in the RSE curriculum. This is age-appropriate and takes into consideration the developmental stage of a pupil. The Trust uses MCC iMatter materials to support its delivery of the RSE curriculum.



- 6.5. There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 6.6. Personal, Social and Health Education (PSHE), Relationship and Sex Education (RSE), 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.
- 6.7. Parental consultation has taken place across Link Learning Trust prior to the RSE statutory curriculum changes.
- 6.8. We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks 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. See Appendices for guidance and links to further information.
- 6.9. All children know that there are adults in LLT 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. This is discussed with all of the children at the start of each term during PSHE sessions, and included in the child-friendly safeguarding policy. The DSL team will always ask if a child has a trusted adult in school.
- 6.10. Children are encouraged to contribute to the development of policies through the school council.
- 6.11. Children are taught about safeguarding including online safety and for some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children (KSCiE Part 2, 129)
- 6.12. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life
- 6.13. We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

## **7. ONLINE-SAFETY - Article 17 (protection from materials that could harm them)**

- 7.1. Online-safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our approach empowers us to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote children's achievement, and support the professional work of staff, as well as enhance our management information and business administration.

- 7.2. The internet is an essential element in 21<sup>st</sup> 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.
- 7.3. The checklist to ensure compliance with filtering and monitoring standards is included as Appendix D3
- 7.4. We consider the 4C areas of risk to inform our online (digital) safeguarding policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures. (nationalonlinesafety.com)
- 7.5. We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. (Weekly SOPHOS prevent report provided to DSL and SBM from IT provider)
- 7.6. We ensure that our monitoring system responds quickly to incidents and they are escalated to those with a safeguarding responsibility
- 7.7. We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness.
- 7.8. 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 keep abreast of new developments that may potentially harm our children.
- 7.9. We will ensure that children do not misuse their own devices whilst in school by ensuring that all devices are handed in to the school office at the start of the day and not collected until the end of the school day.
- 7.10. We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite. See staff Code of Conduct and in accordance with GDPR 2018.
- 7.11. We will complete online safety audits as appropriate to our needs and know where to access recommended models, for instance, SWGfL, National Online Safety and Smoothwall.
- 7.12. We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- 7.13. We work with children and parents to promote good practice in keeping children safe online, including to support their children learning at home. We provide up to date information on our website, run parent workshops, and hold Online-safety week each year. We are also a Rights Respecting School and use our PHSCE curriculum to help to keep our children safe online. We signpost parents to external workshops offered by MCC.

- 7.14. We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. (See Staff Code of Conduct)
- 7.15. Online teaching should follow the same principles as set out in the MAT code of conduct.
- 7.16. We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- 7.17. As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by the annual risk assessment that considers and reflects the risks our children face. (KCSiE, Part 2, 135-148)
- 7.18. We recognise that there is a significant risk of sexual abuse and sexual harassment that can occur through online platforms.
- The school will put a proportionate and supportive package of care in place for those affected. This will be supported through a multi-agency approach.
  - Link Learning Trust adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes: How to respond to incidents and safeguarding young people in response to sexting.
  - We will publicise in school and on our website the NSPCC helpline- 0800 136 663 for children and young people who are victims of sexual abuse, adult victims, parents and carers of victims and professionals working with children and young people. This is for reporting and sharing incidents which have happened both in and outside of educational settings.
  - School websites within the Trust have CEOP and Report Harmful Content buttons – this enables parents, pupils and staff to report harmful or inappropriate content found online.

## **8. SAFER RECRUITMENT & SELECTION OF STAFF**

- 8.1 Our recruitment and selection policies and processes adhere to the DfE guidance, KCSiE and the LA model policy for Safer Recruitment (Appendices A & D)
- 8.2 Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school/college. These measures are outlined below and expanded in our Safer Recruitment Policy.
- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the persons who conducts an interview has completed safer recruitment training.
  - Our job adverts will include safeguarding requirements and the schools/colleges commitment to safeguarding and promoting the welfare of children

- Our job adverts will make clear that safeguarding checks will be undertaken, including online checks for shortlisted candidates
- We understand the process around filtering offences
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form.
- Shortlisted applicants will be asked to complete a self -declaration of their criminal record or information that would make them unsuitable to work with children
- Applicants must sign a declaration confirming information given is true
- References are obtained by the school/college before interview and open references are not acceptable
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
- We will investigate at interview if any concerns have come to light about the candidate through the self-declaration or online checks.
- We involve pupils/students in the process in a meaningful way
- All information in the decision-making process is recorded along with the decisions made
- Correct pre-employment checks are carried out and appropriately stored on the single central record
- We understand and complete appropriate processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate
- We understand the check which needs to be made for individuals who have lived or worked outside the UK
- We adhere to duties which must be performed in relation to agency and third party staff, contractors, trainees or student teachers, visitors and volunteers
- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos

8.3 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.

- When our school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect providers to meet the guidance in Keeping Children Safe in Out of School Settings (KCSIE, Part 2, 167).
- If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if relevant (KCSIE Part 4, 377)

8.4. The school maintains a single central record of all recruitment checks, updated and monitored at least termly, by senior leadership and academy councillor.

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

8.6. 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.

8.7. We will not routinely keep copies of DBS certificates, either electronically or in paper files but if we have good reason to do so, these will not be kept for longer than six months

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

8.9. Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE' 2023. See LINK Learning Trust Safer recruitment policy.

8.10. Executive Headteacher and Academy Council will ensure that all external staff and volunteers using our site have been DBS checked.

8.11. 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. Update given through staff briefing.

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

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

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

- 9.1. We adhere to DfE guidance KCSIE 2023, Part 4, when dealing with allegations made against staff and volunteers, including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk). See Whistleblowing Policy.
- 9.2. All allegations made against a member of staff, including supply staff and volunteers, 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.
- 9.3. 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. (See link to guidance in Appendix D)
- 9.4. The harms threshold indicates that a person would pose a risk of harm if they have:
- Behaved in a way that has harmed a child or may have harmed a child
  - Possibly committed a criminal offence against or related to a child
  - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
  - Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour that may have happened outside school, known as transferable risk)
- 9.5. There are systems in place for concerns that do not meet the harm threshold (KCSIE, Part 4: Section 2). Low-level concerns must be reported to the DSL. If there are concerns about the DSL, these must be reported to the Executive Headteacher.
- 9.6. All low-level concerns must be recorded and records will include details of the concern, how the concerns arose and the actions taken. These records will be reviewed by the Executive Headteacher so that patterns of concerning behaviour can be recognised.
- 9.7. A low-level concern is any concern that an adult has acted in a way that:
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work (e.g. on social media, in the community)
  - Examples could include: being over friendly with children, having favourites, taking photos of children on your mobile phone, using inappropriate sexualised, intimidating or offensive language, engaging with a child one-to-one in a secluded area or behind a closed door.
- 9.8. Although low level concerns may not meet the harm threshold, they are not insignificant.
- 9.9. Concerns that do not meet the harm threshold may include:
- Suspicions or nagging doubts about a member of staff
  - Complaints
  - Disclosures made by a child, parent/carer or another adult working within or outside of the school
  - Inappropriate conduct outside of work

- Those raised during recruitment and vetting processes.

9.10. We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. See Whistleblowing Policy.

9.11. Historic allegations will be referred to the police.

## **10 SAFETY ON & OFF SITE**

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

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

10.3. All visitors, including visiting speakers, are subject to our safeguarding protocol whilst on site, we will undertake an assessment of the educational value, age appropriateness and content of the visitor's itinerary. Visitors will be supervised at all times, if no checks have been obtained.

10.4. Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check.

10.5. We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school.

10.6. We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. This is led by the School Business Manager and any concerns will be raised with the DSL.

10.7. Should we receive an allegation relating to an incident that happened when an individual or organisation were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedure, including informing the LADO.

10.8. Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school premises – failure to comply with this will lead to termination of the agreement.

- 10.9. We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.
- 10.10. 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.
- 10.11. All school trips are fully risk assessed and no child will be taken offsite without parental permission.
- 10.12. We have a Health & Safety policy and Critical Incidents procedure e.g. for contacting parents, and for reporting to the emergency services, including Police & Hospital.
- 10.13. We have read and considered the MCC / One Education Critical Incident guidance, the DfE Emergency planning and response for education, childcare and children's social care settings, and school and college security GOV.UK and we have a Critical Incident policy in place.

## **11. COMPLEX SAFEGUARDING**

### **Serious violence**

- 11.1. We are aware of the indicators and risk factors which may signal that children are at risk from, or are involved with serious violent crime
- 11.2. We will support referrals to Engage panels by providing information about concerns and worries for children involved in ASB and on the edge of criminality, including whether interventions have already been put in place and their success or not.

### **Child Criminal Exploitation and Child Sexual Exploitation**

- 11.2.1. Children's Social Care will refer cases of child exploitation, criminal or sexual, to the Complex Safeguarding Hub and we will contact the professionals' advice line for further support to hasten this process or seek guidance, as appropriate.
- 11.2.2. We understand that schools are one of many locations where children can be targeted and recruited into county lines and recognise additional specific indicators that may be present when a child is criminally exploited through involvement in county lines. (KCSiE, Annex B)
- 11.2.3. We are aware of the significantly low numbers of reported CCE/CSE cases for girls locally and remain vigilant in recognising the signs of involvement for both boys and girls.



- 11.2.4. We are mindful of the language and descriptors used when discussing or referring CCE and CSE instances and avoid all victim blaming language.
- 11.2.5. We consider the use of the term 'gang' and only apply it to Organised Crime Gangs, not urban or street groups, although our children may perceive that they belong to, or associate with, a named 'gang'
- 11.2.6. We will seek help, support or recommendations from statutory partners with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term, and have worked with organisations such as Dean Codey and GANGS.
- 11.2.7. We are familiar with My Safety Planning approach for child protection in extra-familial harm circumstances.

## **APPENDICES**

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

### **Appendix 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.

**'Keeping Children Safe in Education', Part 1, to be read by all staff & volunteers and Annex A and/or Annex B by all staff working with children**

+ Links to the following:

- 'Keeping Children Safe in Education', in full - latest update, currently September 2023
- 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

#### **Appendix B.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 Advice line
- DFE 'Teaching online safety in school' June 2019

#### **Appendix C.MCC, MSP & GM Policies, Procedures & 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
- Managing concerns around young people and knives or weapons – a guide for schools and colleges

Help & Support Manchester Website:-

- Early Help Strategy, Guidance, Assessments & Referrals
- Signs of Safety Strategy, Guidance & Resources

National Police Chiefs' Guidance

#### **Appendix D. Links to Other Relevant School Policies/Procedures**

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Online Digital Safeguarding
- Safer Recruitment
- Relationships and sex education (RSE)
- Equality
- Extended Schools Activities
- Communication Strategy: Behaviour Management including fixed and short term exclusions
- Child on Child Abuse
- Trips and Visit
- Special Educational Needs and Disabilities
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers
- Whistleblowing

## Appendix D1 Child Protection Reported disclosure/ concern



### Reporting a safeguarding concern

<b>Name of child:</b>		<b>Date/ Time:</b>	
<b>Concern:</b> Please provide detail regarding what the concern is  Think who, what, where and when  Include as much detail as possible, including the child's own words  Facts			
<b>Name of staff member completing the report:</b>		<b>Signature</b>	
Name and signature of member of staff the report has been given to			
Action taken			
Added to CPOMS		Yes/ No	

## Appendix D2

### Link Learning Trust

#### Safeguarding Appendix: Response to parental contact with unlinked pupils whilst on school premises

Link Learning Trust does not condone any action whereby pupils, whilst on school premises, are approached by a member of the wider community (this includes other parents, extended family members or family friends of another child or visitor) and spoken to regarding an incident that has occurred between this child and others. We have a duty to safeguard and protect all children and recognise that being approached by an unfamiliar adult would be distressing for a child.

Whilst on the school premises, all children should feel safe. They must trust that the adults employed by the school are here to keep them safe, and that these adults will resolve any conflict or incident that occurs. It is critical that this trust and sense of safety is maintained for all pupils.

The wider community of the school, which includes all parents, other family members or family friends and visitors to both Barlow Hall and Brookburn, must respect the role of the adults within the Trust and refer any incidents to a member of staff. They must not speak to any child directly.

Should an incident occur within the premises of either school, before, during or after the school day, where a member of the wider community directly approaches and speaks to a child about an incident, the following will occur:

#### **Step 1**

The staff member reporting the incident will make the Head of School immediately aware. In the absence of the Head of School, the Deputy Headteacher will be informed.

Information should include, wherever possible:

- Details of the incident for which the child was spoken to
- Confirmation of the pupil involved and the name of the parent or indication of adult and which pupil they are linked to
- A clear record of what staff heard being said (if heard)
- The names of possible witnesses (including other children) who could provide an account

This information / account will be logged by the staff member on CPOMs, in addition to the verbal report to the Head of School.

#### **Step 2**

The pupil involved will be spoken to. The discussion will involve 2 aspects:

1. Checking on the welfare / wellbeing of the pupil following the incident
2. Reviewing the initial incident / investigating / actioning any consequences should these be necessary and in line with the school's behaviour approach

#### **Step 3**

The parent of the pupil involved will be contacted by the Head of School (or DHT), so that they are aware that the school is dealing with the incident and have checked in on / ensured their child is ok and feels the matter is being addressed.

#### **Step 4**

The Head of School will contact the member of the wider community and discuss the incident with them. During this call, the Head of School will make clear that irrespective of the events and what happened initially, the school does not condone anyone approaching a child, as this goes against the duty we have to keep all children safe. A letter, formally logging the incident and reinforcing the schools position, will be sent to the community member.

#### **Step 5**

The parent of the pupil involved will be contacted again and informed that a conversation with the individual adult has taken place, the matter has been addressed and a warning letter has been issued.

With the steps taken, Barlow Hall Primary School expect that parents accept that the matter has been resolved. Should any further discussion regarding the matter occur, this **MUST** be outside of school premises and away from children.

We recognise that, unfortunately, further incidents may occur whereby the same individual fails to act on the warning that has been issued. As such, should it be necessary, the following escalation procedure applies:



#### **Appendix D3 – Monitoring and Filtering Checklist (SWGfL)**

# Filtering and Monitoring Checklist Register

In line with the [DfE filtering and monitoring standards in schools and colleges](#), this checklist template has been developed as a basis to support schools and colleges in meeting the required standards. Whilst not intended to be exhaustive, this resource can serve as a summary record of checks highlighted within the standards.

Last updated:	Date:	Name/Position:
---------------	-------	----------------

## Roles and Responsibilities

Role	Responsibility	Name / Position
Responsible Governor	Strategic responsibility for filtering and monitoring and need assurance that the standards are being met.	
Senior Leadership Team Member	<p>Responsible for ensuring these standards are met and:</p> <ul style="list-style-type: none"> <li>• procuring filtering and monitoring systems</li> <li>• documenting decisions on what is blocked or allowed and why</li> <li>• reviewing the effectiveness of your provision</li> <li>• overseeing reports</li> </ul> <p>Ensure that all staff:</p> <ul style="list-style-type: none"> <li>• understand their role</li> <li>• are appropriately trained</li> <li>• follow policies, processes and procedures</li> <li>• act on reports and concerns</li> </ul>	
Designated Safeguarding Lead	<p>Lead responsibility for safeguarding and online safety, which could include overseeing and acting on:</p> <ul style="list-style-type: none"> <li>• filtering and monitoring reports</li> <li>• safeguarding concerns</li> <li>• checks to filtering and monitoring systems</li> </ul>	
IT Service Provider	<p>Technical responsibility for:</p> <ul style="list-style-type: none"> <li>• maintaining filtering and monitoring systems</li> <li>• providing filtering and monitoring reports</li> <li>• completing actions following concerns or checks to systems</li> </ul>	



--	--	--

## Reviewing your filtering and monitoring provision

Filtering System	
Filtering Provider and System	
Date Procured	
Date last reviewed	

Monitoring System	
Monitoring Provider and System	
Date Procured	
Date last reviewed	

<b>Review Team</b>  [should be conducted by members of the senior leadership team, the Designated Safeguarding Lead (DSL), and the IT service provider and involve the responsible governor]	
Review Date	
Previous Review Date	
Link to last review	
<b>Review Checklist</b>	
the risk profile of your pupils, including their age range, pupils with special educational needs and disability (SEND), pupils with English as an additional language (EAL)	
what your filtering system currently blocks or allows and why	
any outside safeguarding influences, such as county lines	
any relevant safeguarding reports	
the digital resilience of your pupils	
teaching requirements, for example, your RHSE and PSHE curriculum	
the specific use of your chosen technologies, including Bring Your Own Device (BYOD)	
what related safeguarding or technology policies you have in place	
what checks are currently taking place and how resulting actions are handled	

all staff know how to report and record concerns	
filtering and monitoring systems work on new devices and services before release to staff / pupils	
blocklists are reviewed and they can be modified in line with changes to safeguarding risks	

Recommendations / Mitigating Actions
--------------------------------------

## Data Protection Impact Assessment

Schools and colleges that have a technical monitoring system will need to conduct their own Data Protection Impact Assessment (DPIA) and review the privacy notices of third party providers

Link to DPIA	
Conducted by	
Date conducted	

## Regular Reports

Type of Report	Filtering / Monitoring
Producer of report	
Recipient of report	
Frequency of report	

Monitoring data is received in a format that your staff can understand	
Users are identifiable to the school / college, so concerns can be traced back to an individual, including guest accounts	

## System Checks

Filtering System				
Date checked				
Checks conducted by				
Device	Location	Logged in as	Check Conducted	Result


Confirm your filtering provider is:

- |   |  |
|---|--|
| • a member of Internet Watch Foundation (IWF)                                     |  |
| • signed up to Counter Terrorism Internet Referral Unit list (CTIRU)              |  |
| • blocking access to illegal content including Child Sexual Abuse Material (CSAM) |  |

### Monitoring System

Date checked				
Checks conducted by				
Device	Location	Logged in as	Check Conducted	Result

SWGfL© 2023

## Appendix E. 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

## **F. 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
- MSP - Manchester Safeguarding Partnership
- SOS - Signs of Safety

## Appendix G Manchester Front-Door Safeguarding Contact Process - AGS Partner Flowchart, September 2021

