



Manchester City Council (MCC) Model Policy For Schools/EY Settings/Colleges

on

Safeguarding & Child Protection 2024 to 2025

for

Chorlton C.E Primary School



SAFEGUARDING POLICY

Chorlton C/E Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is: Mr P Trohear (Designated Safeguarding Lead) In their absence, the authorised member of staff is: Mrs V Foreman (Deputy Headteacher and Deputy DSL)		
KEY SCHOOL STAFF & ROLES		
Name	Role	Location and/or Contact Phone Number
Phil Trohear (DSL)	Headteacher	0161 8816798
Vicki Foreman (Deputy DSL)	Deputy Headteacher	As Above
Tom Butler (Deputy DSL)	Assistant Headteacher	As Above
Claire Gunn (Deputy DSL)	SENCO/LAC/EHA	As Above
Laura Bethel (Deputy DSL)	Key Therapist/ Pastoral/ MHFA pupils & adults/	As Above
Jo Derbyshire (Deputy DSL)	Business Manager	As Above

NAMED GOVERNORS for Safeguarding & Prevent	Contact Phone Number/Email
Sue Hilton	s.hilton@chorlton.manchester.sch.uk

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 and the Governing Body through (KCSiE Part 2)

Review Date	Changes made	By whom
September 2024	Policy created	Phil Trohear (HT)
October 2024	Policy reviewed	Chorlton CE Governors

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2023 to 2024	October 4th	Rev. Ken Flood

Summary of Safeguarding Procedures

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

- See a DSL immediately, as listed above, also visitor safeguarding leaflet when entering premises
 - Record concern on CPOMS to alert senior team
 - See Appendix 1 for KCSiE flow chart 'What to do when you have concerns about a child'
 - Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe
- Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
 - Social Care Advice & Guidance Service: 0161 234 5001
 - Complex Safeguarding Hub Advice Line: 0161 226 4196
 - MCC Safeguarding in Education Team:
safeguardingedu@manchester.gov.uk

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

- Any concerns need to be taken up with the DSL's as referenced above who would liaise with the Manchester LADO (sometimes known as DOLA or LA Designated Officer): 0161 234 1214 as well as recorded on CPOMS
 - If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then this should be referred to the Headteacher.
 - Where there are concerns/allegations about the Headteacher this should be referred to the chair of governors, details of which are available on the school website
 - All concerns including low-level should be reported to the Headteacher unless concerning the Headteacher in which case it should be reported to the chair of governors
- Manchester LADO: 0161 234 1214
 - .

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

- In the case of the above see the school's Whistleblowing Policy. The concern can be raised with the Headteacher, Chair of Governors or the Manchester Designated Officer

Our procedure for investigating and dealing with any complaints or concerns about our safeguarding practice that are brought to our attention is detailed in our Complaints Policy.

Additionally, we will co-operate with officers from the Education Department if they are aware of concerns which have been raised with Ofsted, the Regional Commissioner or the DfE.

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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 our school, including regular staff, supply staff, volunteers, visitors and contractors are working together to safeguard and promote the welfare of children and young people and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children (see Appendix 2: Child-on-child abuse policy).

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it, (see paragraph 49 KCSiE).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect
- Channel
- Child Abduction and Community Safety Incidents
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images
- Child Criminal Exploitation
- Child Sexual Exploitation
- Children and the Court System
- Children Missing from Education
- Children who are lesbian, gay, bi or trans (LGBT)
- Children with Family Members in Prison
- County Lines
- Cybercrime
- Domestic Abuse
- Early Help
- Elective Home Education
- Homelessness
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty

- Looked After Children and children open to or who have been open to a Social Worker
- Mental Health
- Modern Slavery & the National Referral Mechanism
- Online Safety, including Education at Home
- Prevent Duty
- Preventing Radicalisation
- Serious Violence
- Sexual Violence and Sexual Harassment between children in schools and colleges
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing

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

The Governing Body is committed to facilitating a whole school or college approach to safeguarding. This means involving everyone in the school or college, and ensuring that safeguarding, and child protection are at the forefront and underpin 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 ensuring that the 42 rights of the child are met at all times (Convention of the rights of the child, UNICEF, 1989).'

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

- Providing help and support to meet the needs of children as soon as problems emerge
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - preventing the impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstance consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes.
- (KCSiE 1.3)

Chorlton C.E Primary's vision is to:

- * To engage and inspire so that each individual reaches their full potential
- * To inspire and empower through nurture so that everyone has the confidence to succeed
- * To provide a nurturing and stable environment so that all can realise their potential and thrive
- * To empower individuals to fulfil their potential so that they have a positive impact on the wider society

* To empower and nurture children so that they can advocate for themselves and others

Chorlton C.E Primary's mission is to:

* To nurture and inspire so that all are empowered to realise their full potential and contribute positively to the world around them._

At Chorlton CE Primary we truly help each other to learn and to love through our Christian values of community, respect, courage, nurture, curiosity, growth which are central to all aspects of our school life. We are here to give our pupils an excellent education with a rich and inspiring curriculum, at the same time providing nurture and care for their spiritual/emotional, moral, social and cultural wellbeing. When they leave Chorlton CE Primary they will be prepared for life, with resilience, compassion and having developed courageous advocacy.

Chorlton CE Primary School is Rights Aware (Gold) under the The United Nations Convention on the Rights of the Child with UNICEF. We strive to keep our pupils safe at all times which is reflected in Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

- 1.1 Under the Education Act 2002, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children December 2023 ' and 'KCSiE 2024'. Our policy ensures that we comply with our Statutory Duties (Appendices A & B)
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children's Services and Community Safety (MCC)
- 1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix E)
- 1.4 Our policy complements and supports other relevant school policies (Appendix D).
- 1.5 Our policy is regularly reviewed and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR GOVERNING BODY

Our Governing Body have a strategic leadership responsibility for our school's/college's safeguarding arrangements and **will** ensure that they comply with their duties under legislation. They **will** have regard to KCSiE 2024, ensuring policies, procedures and training in their schools/colleges are effective and comply with the law at all times.

Our Governing Body are fully aware of our role in multi-agency safeguarding arrangements, of Manchester 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.

The Governing Body will ensure that:-

- All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety
- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding (KCSiE Part 2.79, 2.94-96)
- A named member is identified as the designated governor for Safeguarding
- Governors facilitate a whole school 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 concern, they and school/college 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 treated seriously, and knowing they can safely express their views and give feedback. Children have a Chorlton C.E Primary 'Child Friendly Safeguarding Policy' to help them to understand how to express their views. Through a well planned PSHE curriculum and the rights respecting agenda central to the school's vision and ethos (which is inclusive of all statutory health and relationship elements), children are taught from nursery fundamental messages about healthy relationships, personal boundaries and what to do if they feel unsafe. Through the computing

curriculum, whole school drop down days, such as Safer Internet Day, and through worship opportunities with NSPCC for example, children are taught about how to stay safe in person and online, know how they can report and know that all staff will take time to listen.

- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school/college has an effective Child Protection Policy
- The school/college has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained as required
- More than one emergency number is held on file for each pupil/student
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. The Safeguarding governor (Sue Hilton) meets with the Headteacher once every term and with the member of the Admin team responsible for the Single Central Record. They then feed back to governors in the Chorlton FGB..
- 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. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance. The Staff Charter (code of conduct) is reviewed each September in first day INSET and policy in the Autumn term following updates. KCSiE and safeguarding refresher and updates are shared in September INSET and annual safeguarding CPD is planned into CPD programme or as needed where new staff start as part of induction.
- We operate safer recruitment and selection practices in accordance with Part Three of KCSiE. including appropriate use of references and checks on new staff, volunteers and contractors including overseas checks where relevant. This is monitored by Admin team and SBM with termly check from Safeguarding Governor as well as audits/CPD with HR.
- We will ensure that new checks are carried on existing staff, as a matter of good practice, as determined by our Governing Body. Where staff have given consent, checks will be made using the Update service.
- We will carry out an annual self-declaration relating to criminal convictions incurred since previous criminal record check/ Disclosure and Barring Service (DBS) check
- It is the expectation of the local authority that DBS for existing staff will be renewed every three years in line with the MCC local agreement
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors 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 and young people and contractors who are in contact with children and young people receive appropriate training and information about the safeguarding processes. They are given Safeguarding leaflet, access to policy and if appropriate online safeguarding and KCSiE CPD.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. The school uses only MCC or One Ed approved policy, these are ratified then by FGB annually.
- Our governors regularly review the effectiveness of digital safeguarding arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.

2.2 OUR HEADTEACHER

Our Headteacher will ensure that the policies and procedures, adopted by the governing body or proprietor particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.

Our Headteacher is fully aware of our role in multi-agency safeguarding arrangements, of Manchester 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.

Our Headteacher will ensure that (they or) safeguarding staff are available to attend, Initial Child Protection Conference (ICPC) Review Child Protection Conference (RCPC),) and Strategy meetings during school holidays and out of hours.

Our Headteacher will manage allegations against staff, (as the main point of contact for the LADO) and will ensure where a person is dismissed/left due to risk/harm to a child they inform the Disclosure and Barring Service as required, and where a crime may have been committed to the Police as required.

‘Schools and colleges 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 coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans’. (KCSiE 2.112)

‘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, 2.113)

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

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers, 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 S175 online tool to the LA as requested.
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the DSL, is appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear.
- 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 our child friendly policy and is accessible to all children. The PSHE and Computing curriculum provide children with information about how to ask for help if they feel unsafe. This is further reinforced through whole school NSPCC worship and Pants lessons in EYFS and KS1.
- 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. Out of hours and in holidays the school may be contacted via the admin account and via the website and the notifications are regularly monitored, anything of urgency will be passed to the contactable DSL at this time.
- 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 young people and such concerns are addressed sensitively and effectively.

- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting.
- 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. The school endeavours to use approved, recognized & recommended visitors/speakers; explores websites, accreditation and reviews etc.
- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a senior member of staff from the Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. They take lead responsibility for safeguarding and child protection, including digital safeguarding and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a DDSL but the DSL takes the ultimate lead for child protection . (DDSLs are trained to the same standard as the DSL).

The DSL will always be available during school/college hours and provide out of hours or out of term time cover arrangements as agreed with senior leadership (describe the cover arrangements)

The DSL, together with safeguarding team will:

- Manage referrals
 - of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
 - to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- Work with others

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college.

This includes:

- o ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - o supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.
- Share information and manage the child protection file
 - Files will be kept up to date, confidential and stored securely on CPOMS

- Files will only be accessed by those who need to see them and if content needs to be shared, we will follow the appropriate information sharing advice
 - Files will be transferred to a new school or college as soon as possible and within the first five days of the start of a new term
 - For in-year transfers, files will be shared with new school/college within 5 days
 - Confirmation of receipt from the new school/college should be obtained
 - Where we receive files for a new starter, key staff will be made aware as required.
 - Where appropriate, files may be shared with a new school or college in advance of the child leaving to enable the right safeguarding support to be put in place
- Raise awareness
 - ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff
 - ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
 - ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
 - link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
 - help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.
 - [Support the Headteacher in ensuring staff are aware and confident of raising concerns about staff](#)
- Undertake training, increase knowledge and skills
 - understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
 - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
 - understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
 - are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
 - understand the importance of information sharing, both within the school/college, and with the safeguarding partners, other agencies, organisations and practitioners
 - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization
 - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school/college
 - can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
 - obtain access to resources and attend any relevant or refresher training courses, and
 - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school/college may put in place to protect them
 - Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support for staff
 - ensure that staff are supported during the referrals processes, and
 - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
 - Understand the views of children
 - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school/college may put in place to protect them, and,

- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Hold and share information
 - understand the importance of information sharing, both within the school/college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
 - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
 - be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

In addition, to be able to respond to the specific needs of children in Manchester, the DSL will

- 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. (Describe arrangements)
- Specify the roles and responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENCO, Attendance Lead, Designated Person for Looked After Children, Mental Health Lead
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child

SCHOOL/COLLEGE STAFF

2.4 ALL STAFF

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

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Read Part One/Annex A/Annex B of KCSiE 2024 as directed by senior leaders and appropriate to individual roles.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding concerns and key LA approaches, including Early Help and ensuring that the voices of children are listened to and taken account of.
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Physical Restraint Policy
- Provide a safe environment where children can learn
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue
- Be approachable to children and respond appropriately to any disclosures
- 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 trusted relationships which facilitate communication.
- Never promise a child that they will not tell anyone about shared information, 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 them
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role

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

3. TRAINING AND AWARENESS RAISING

- 3.1 In accordance with KCSiE 2024, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including digital safeguarding and their responsibilities in relation to filtering and monitoring) and be made aware of the systems within the school/college which support safeguarding e.g. the Behaviour Policy. All staff take online training for safeguarding and KCSiE, they are given relevant policies and code of conduct, handbook etc. and as part of ongoing CPD and induction have opportunities to explore further and learn more. All staff have a CPOMs log in. This training will be regularly updated. This training will be regularly updated
- 3.2 All staff must ensure that they have read and understood KCSiE: Part One/Annex A and/or Annex B. This was shared in update in September INSET, all staff then receive an electronic version to read and sign to show have read and understood. Record kept by SBM.
- 3.3 All staff will receive child protection training every 2 years and at least an annual update which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes. All staff complete online Level 1 foundation annually, every 2 years face to face training provided. Disclosures and recording are covered annually and when needed. HT monitors CPOMs entries and where further support is identified as needed, training supplied.
- 3.4 All staff members will receive training and updates around digital safeguarding and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively. Training as described above. Safeguarding on the agenda for all weekly phase meetings and updates provided in this time where appropriate. Weekly staff briefings share regular '5 minute spotlight' on area of safeguarding/ online safety to ensure keeping abreast of changes/ current issues.
- 3.5 By training and responding to concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy. Phase and weekly briefings allow all staff a forum to share what they are seeing on the ground and to hold each other accountable for following up on concerns.
- 3.6 All interview panels will include at least one member that has completed full Safer Recruitment training, within the last 3 years or Safer

Recruitment Refresher training, if the former has already been undertaken.

- 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 and this is included in our training programme.

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. Chorlton CE is a Rights Aware School with UNICEF and as such children are encouraged to know their rights and expectations. A number of pupil steering groups throughout the school, alongside surveys and child friendly behaviour and safeguarding policies allow for pupil voice to be heard as well as the restorative approach and zones of regulation to behaviour management.

- 4.1.2 Chorlton C.E Primary support the LA in its progress towards UNICEF Child Friendly City status and participate in the UNICEF Rights Respecting School programme and we are accredited at Gold Level.

4.2 POOR ATTENDANCE/ABSENT CHILDREN

We adopt MCC's updated 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. This includes missing individual lessons, as well as being absent or late at Registration. Any concerning patterns are reviewed in partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.
- 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 and LA requirements in terms of monitoring and will report children appropriately to the CME Team
- 4.2.4 We will follow the Emotional Barriers to School Attendance guidance (MCC, updated September 2024) 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. (This is in response to learning from local serious case reviews.)

4.3 ALTERNATIVE PROVISION (AP)

- 4.3.1 We will only place children in AP which is a registered provider and has been quality assured e.g. is on the MCC approved provider list or has been judged by Ofsted to be Good or better.
- 4.3.2. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will work together with the DSL at the AP to ensure effective sharing of information and that any safeguarding concerns are followed up appropriately.

4.4 EXCLUSIONS

- 4.4.1. We comply with statutory regulations and with the LA Inclusion Policy (Appendix C).
- 4.4.2. 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.
- 4.4.3 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. Chorlton C.E Primary school have a draft policy on weapon carrying and will liaise closely with MCC.
- 4.4.4 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

4.5 VULNERABLE GROUPS

- 4.5.1 We ensure that 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. Children through weekly briefing, phase and SLT meetings, SENCo/EP surgeries with Catalyst, monitoring of CPOMs, liaising with relevant agencies and family.
- 4.5.2 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 or has certain health conditions 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
 - Is showing signs of being drawn in to anti-social or criminal behavior, 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
 - Has a family member in prison, or is affected by parental offending
 - 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 at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
 - Is a privately fostered child
 - Is persistently absent from education, including persistent absences for part of the school day
- Additionally, these children will also be considered
- International new arrival, refugee or asylum seeker
 - Looked after, previously looked after or under a special guardianship order.
 - Has or has had a social worker
 - LGBT children
 - Has the potential for adultification

4.5.3. Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:-

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and

- Communication barriers and difficulties in managing or reporting these challenges.
- 4.5.4 Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- 4.5.5. We ensure that staff consider the context in which incidents occur and whether wider environmental factors (extra-familial harm) are present in a child's life that are a threat to their safety and/or welfare.
- 4.5.6. 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. We work with relevant social workers and the Virtual School
- 4.5.7 Where children have or have had a social worker, we will work alongside the social worker to ensure there is an education focus in the plan for the child.

4.6 CHILD ON CHILD ABUSE (KCSiE, Part 5)

- 4.6.1 All our staff recognise that children are capable of abusing their peers, including online.
- 4.6.2 Our separate Child on Child Abuse Policy (Appendix B) clearly outlines our procedures and approach to this issue which are summarised below:-
- The procedures to minimise the risk of child on child abuse
 - The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously
 - How allegations of child on child abuse will be recorded, investigated and dealt with
 - Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
 - Recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and simply not be reported
 - Our clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.

- Recognition that it is more likely girls will be victims and boys' perpetrators, but that all child on child abuse is unacceptable and will be taken seriously
- Recognition of the different forms child on child abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE.

4.7 ELECTIVE HOME EDUCATION

- 4.7.1 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.
- 4.7.2 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
- 4.7.3 If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made.
- 4.7.4 We will inform Manchester LA of all deletions from the admission register when a child is taken off-roll and we understand that a child should be removed from roll as soon as the parent has informed us of their decision.
- 4.7.5 We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education

4.8 COMMUNITY SAFETY

4.8.1 Serious violence

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.

- 4.8.2 We update our awareness based on new information regarding trends, modes of operation and language/slang when provided by partner agencies

4.8.3 Child abduction and community safety incidents

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. This forms part of the school PSHE curriculum, where children are taught about how to keep safe in the local community, including issues local to the school such as tram safety, alongside national awareness days/ weeks which are observed by the whole school.

(PSHE curriculum) <https://www.chorltonce.co.uk/pshe-2>

- 4.8.4** Our response to children carrying knives or other weapons in school and in situations out of school is aligned to the Manchester Knife and Weapon Carrying in Schools and Colleges Guidance (Knife Crime Protocol) in which we take a holistic and measured approach on a case by case basis to such incidents in and out of school. (See Appendix C)

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

5.1 KEEPING RECORDS

Chorlton CE Primary records all incidents on CPOMS. Any other safeguarding information is kept in a secure Leadership Drive, only accessible by the senior team. All SEN papers are kept in secure SEN files (Edukey Provision Mapper) in the SENCo's office. All data is passed on once a child moves to another Establishment in line with Data Protection regulations.

5.1.1 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.

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

5.1.3 We keep our safeguarding records secure.

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

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 (Appendix A). If a concern arises all staff, volunteers and visitors must:

- Speak to the DSL or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using our safeguarding recording system

All safeguarding incidents are reported through CPOMS. All incidents are sent to and accessed by: Phil Trohear (DSL and Headteacher), Vicki Foreman (Deputy DSL and Deputy Headteacher), Tom Butler (Deputy DSL and Assistant Headteacher), Claire Gunn (Deputy DSL and SENDCo), Laura Bethel (Deputy DSL and Key Therapist). All CPOMS reports by staff are

recorded under the following categories:



5.3 WORKING WITH PARENTS/CARERS

- 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 holding strength-based conversations.

5.3.4 We will inform, and gain consent from parents/carers if possible, if a referral is to be made to Children's Social Care or any other agency **unless it is believed that by doing so would put the child at risk** 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 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 an 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 if necessary, as detailed in KCSiE and will follow LA and MSP procedures if there is a need to re-refer or to escalate.

5.5 CONFIDENTIALITY & 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 process and principles for sharing information within school and with the three

safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.

- 5.5.5 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 protect the safety of children. (KCSiE Part 2)

5.6 CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE CHILD/FAMILY 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.
- 5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. The DSL or deputy DSL will attend meetings in the school holidays if it is required.
- 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 and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.
- 5.6.4 Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- 5.6.2 We will aim to discuss and share reports with the parents/carers before the conference.
- 5.6.3 All relevant staff will be confident in using the tools which are part Social Care's refreshed approach.

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 CASES

5.8.1 MSP will always undertake a child practice review (CPR) previously called a 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 CPR 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 CPR 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 CPR and other learning reviews nationally and in Manchester, share the learning and review our safeguarding procedures if relevant.

6. THE CURRICULUM

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

- 6.1 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.
- 6.2. This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, question and challenge and make informed choices in later life.
- 6.3.1 Relationships Education, Relationships and Sex Education (RSE) and Personal Social and Health Education (PSHE) 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.
- 6.3 We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.
- 6.4 All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. This is reinforced through the child friendly safeguarding policy, PSHE lessons and circle time, culture of open sharing through RRSA and restorative approach to conflict resolution and reiterated through an ethos of strong relationship building between staff and pupils.
- 6.5 Children are encouraged to contribute to the development of policies. through pupil surveys, pupil voice as part of whole school monitoring and pupil led groups within the school e.g. digital leaders, UNICEF Councillors.

- 6.6 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.
- 6.7 We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life.
- 6.8 We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence or harassment

7 DIGITAL SAFEGUARDING

- 7.1 Digital safety is a safeguarding issue and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school/college approach empowers us to protect and educate pupils/students 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 pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- 7.2 The checklist to ensure compliance with Filtering and Monitoring standards is included as Appendix B
- 7.3 We consider the 4C areas of risk to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.
- 7.4 The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- 7.5 Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in the Chorlton C.E Primary Online Policy. Year 6 are the only pupils who are allowed to bring mobile phones into school however, on entry into school, the pupils must hand in their phones to the school office. They collect their mobile phones at the end of the school day.
- 7.6 We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. including terrorist and extremist material. Chorlton C.E Primary School use 'One Education' for Information Technology support and use SOPHOS for filtering the world wide web and communication.
- 7.6 We ensure 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 have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. The term device may refer to any digital device including but not limited to: computers, laptops, tablets, mobile phones, MP3s, USB drives, cameras. This is also addressed through staff Code of Conduct.
- 7.10 We will complete online safety audits as appropriate to our needs and know where to access recommended models.
- 7.11 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. Parents also sign AUP, have access to an Online Safety workshop annually and website page with support: <https://www.chorltonce.co.uk/how-we-can-keep-safe-at-home-and-online>
- 7.12 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. We have an additional AUP for live tutoring and zooms with family in place as well as usual AUPs.
- 7.13 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 an annual risk assessment that considers and reflects the risks our children face. (KCSiE)

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, 169).
- 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)

All clubs and volunteers have DBS checks and these are recorded on SCR. All out of hours extra-curricular clubs follow school's safeguarding and H&S policies e.g. Treehouse.

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

- 8.5 The Governing Body will determine the frequency and need for renewal of DBS for existing staff. (It is considered good practice to renew the DBS for all staff every three years, in line with MCC local policy).
- 8.6 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 8.7 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.
- 8.8 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
- 8.9 Risk assessments are carried out on all volunteer activities as required.

9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS

- 9.1 We follow the DfE guidance KCSiE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly
- 9.2 We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated
- 9.3 The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardising any future police investigation
- 9.4 We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns'. These are outlined in our Low Level Concerns Policy
- 9.5 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 behavior that may have happened outside school/college, known as transferable risk)
- 9.6 Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusions.
- 9.7 Concerns that do not meet the harm threshold may include
 - Suspicions or nagging doubts about a member of staff
 - Complaints

- Disclosures made by child, parent/carer or another adult within or outside of school/college
 - Inappropriate conduct outside of work
 - Those raised during recruitment and vetting processes
- 9.8 Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimising the risk of abuse
- 9.9 Although low level concerns may not meet the harm threshold, they are not insignificant.
- 9.10 All low level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes- 430-436)
- 9.11 Our Low Level Concerns Policy details the processes and conclusion of low level concerns and guidance about including information in references.
- 9.12 All allegations made against a member of staff, including supply staff, 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.
- 9.13 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. All staff receive training at the start of the year and are informed of whistleblowing practice.
- If there is a concern about a staff member, they will report this to the Headteacher
 - If there is a concern about a senior leader, they will report this to the Headteacher
 - If there is a concern about the Headteacher, they will report this to the Chair of Governors (Rev. Ken Flood)
- 9.14 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 protocols while on site. We will undertake an assessment of the education value, age appropriateness and content of the visitors itinerary.
- 10.4 Visitors who are in school/college 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 a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contacts between school/college and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.
- 10.6 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- 10.7 When the school/college is let, if services or activities re provided by the governing body or proprietor, under the direct supervision or management of school/college staff, the school/college arrangements for child protection will apply.
- 10.8 When the school/college is let and services or activities are provided by another body, we seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school/college on these matters where appropriate.
- 10.9 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 procedures including informing the LADO (if it meets the harm threshold).

- 10.10 Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school/college premises – failure to comply with this will lead to termination of the agreement.
- 10.11 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.
- 10.12 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.
- 10.13 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.14 For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.
- 10.15 We have a Health & Safety policy e.g. for contacting parents and for reporting to the emergency services, including police and hospitals.
- 10.16 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

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 ask for help, support or recommendations with finding suitable outside presenters to deliver awareness and resilience programmes to help our children make good choices in the near and long term.
- 11.2.7 We are familiar with My Safety Planning approach for Child protection in extra-familial harm circumstances

12. Part 1, Annex A & Annex B of 'Keeping Children Safe in Education (KCSiE), September 2024 - statutory guidance to be read by staff as determined by the Headteacher and Governing Body

12.1 All staff have (including admin, kitchen staff) have read Part 1 (6-16) of KCSiE 2024

12.2 Any new staff will read Part 1 of KCSiE and the Safeguarding Policy

12.3 All Governors will read Annex A of KCSiE 2024

APPENDICES:-

- A. Key Legislation, Statutory Guidance & Ofsted Framework**
- B. Other Government & National Guidance**
- C. Local Policies & Guidance (MCC, Greater Manchester & Manchester Safeguarding Partnership)**
- D. Other Relevant School Policies/Procedures**
- E. Other Relevant MCC Education Department Policies/Guidance**
- F. Abbreviations**
- G. Actions when there are concerns about the child**
- H. Child on Child Abuse**
- I. Definitions are from Working Together to Safeguard Children**
- J. What is a good safeguarding school?**
- K. Safeguarding and Prevent at Chorlton C.E School**
- L. Safeguarding and FGM at Chorlton C.E School**
- M. RRSA Accreditation report**



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', September 2024

Specific guidance for educational settings - relevant sections to be read and understood by all staff and volunteers as deemed appropriate. It signposts to key legislation as well as signposting to useful organisations and resources.

https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf

- 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 (December 2023)
- FGM Duty, Multi-agency Statutory Guidance on FGM April 2016, Section 74 Serious Crime Act 2015
- Domestic Abuse Act 2021
- 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
- Equality Act
- Filtering and Monitoring standards

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>



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 Adviceline
- DfE Sexual Violence and Sexual Harassment in Schools and Colleges advice
- DfE Promoting the education of children with a social worker -Virtual School Head role extension June 2021
- NSPCC 'When to call the police'



APPENDIX C

Local Policies and Guidance (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
- LA Inclusion Policy
- MSP Learning From Serious Case Reviews
- MSP on Sexual Harassment
- GM Weapons Carrying Guidance
- Serious Youth Violence Protocol

Help & Support Manchester Website:-

- Early Help Strategy, Guidance, Assessments & Referrals
- Our Practice in Manchester website:-
- Signs of Safety Strategy, Guidance & Resources
- MThrive
- National Police Chiefs' Guidance



APPENDIX D

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

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



APPENDIX E

Links to Other Relevant MCC 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
- Anxiety Based School Avoidance Guidance
- Weapon Carrying in Schools and Colleges Guidance
- MCC Elective Home Education Policy
- MCC Alternative Provision guidance and approved provider list

UKIS Governors' Guidance for Online Safety



APPENDIX F

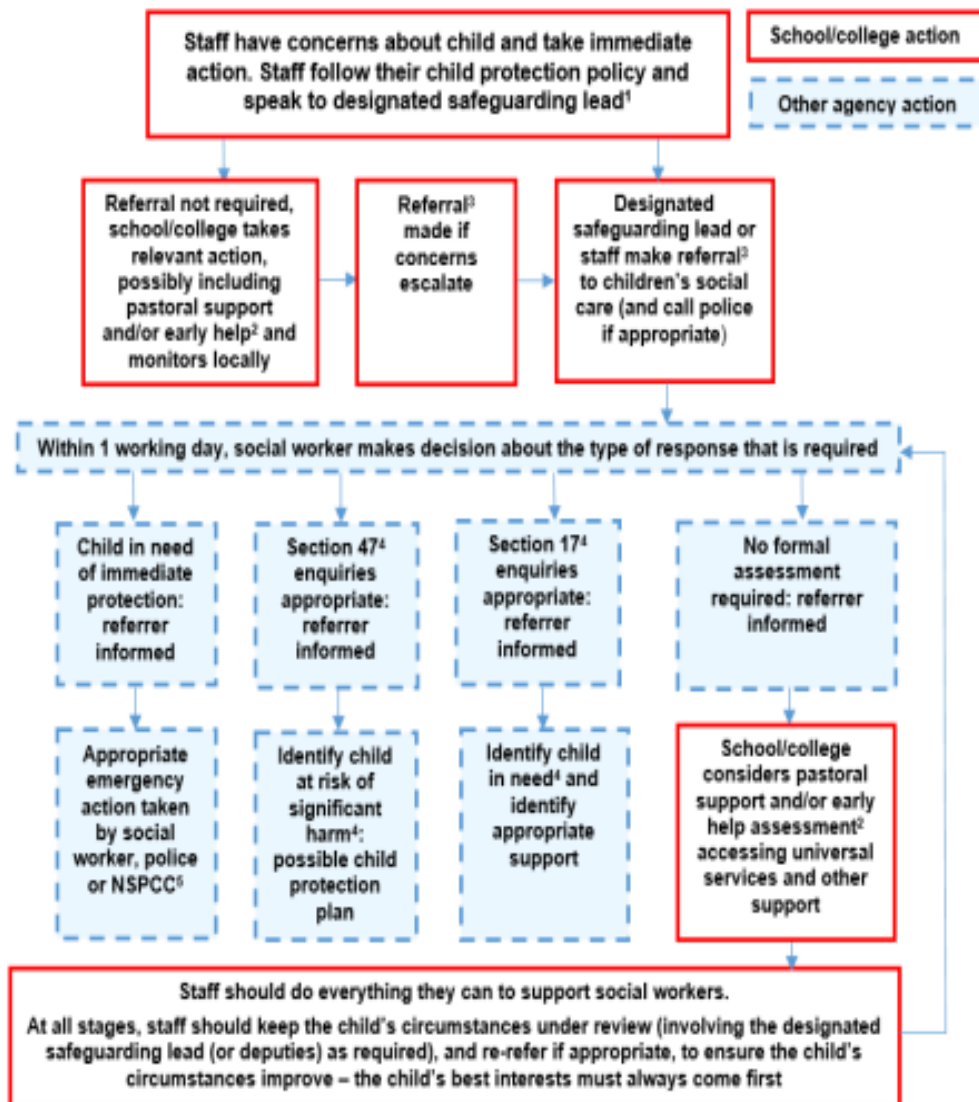
Abbreviations

- 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
- MSCB Manchester Safeguarding Children's Board
- SOS Signs of Safety



Appendix G

Actions where there are concerns about a child





Appendix H

CHILD ON CHILD ABUSE (Sexual violence and sexual harassment) Safeguarding Policy

Our vision: To nurture and inspire so that all are empowered to realise their full potential and contribute positively to the world around them

At Chorlton CE Primary, we believe that our values of:

curiosity, community, courage, nurture and respect create the environment that all of our pupils require to support their physical, personal and moral **growth**. These values are central to all aspects of our school life and recognise our aim that every child should be supported to not only grow to their own full potential, but to support others around them to do the same.

The smallest of seeds, grow to become trees, in which the birds make nests

cf Matthew 13. 31-32

We are here to give our pupils an excellent education, facilitating a rich and inspiring curriculum, whilst providing nurture and care for their spiritual, emotional, moral, social and cultural wellbeing. This is reflected in our diverse curriculum, which is driven by pupil voice and a dedication to ensuring that our children leave school prepared to be active citizens of the world who know that they have a voice and who are not afraid to use it!



We are here to give our pupils an excellent education with a rich and inspiring curriculum, at the same time providing nurture and care for their spiritual/emotional, moral, social and cultural wellbeing. When they leave Chorlton CE they will be prepared for life, with resilience, compassion and having developed courageous advocacy.

Chorlton CE Primary School is Rights Aware (Gold) under the The United Nations Convention on the Rights of the Child with UNICEF. We strive to keep our pupils safe at all times which is reflected in Article 19: Governments must

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

Through relevant policies, with child friendly versions and a regularly updated and reviewed PSHE and wider curriculum content, pupils are taught how to keep themselves and others safe and are encouraged to talk about this. Pupils know there are safe adults to speak with and a Nurture Nest room and Play Therapist to support them and older pupils with parental consent can refer themselves. As a Rights Respecting school they know through Article 12 that their concerns will be taken seriously. (will add pupil voice here) Do pupils and leaders share the same views of safety in school? Through training we ensure that all staff recognise that children are capable of abusing their peers.

The senior leadership team and governing body are responsible for ensuring that procedures exist to minimise the 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.

All staff are aware of child on child abuse. This is most likely to include, but 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. These issues will be addressed through our school curriculum and collective worship throughout the year. All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found here :

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Staff members who are concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the DSL. In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe. We incorporate healthy relationships, people who help us, British values etc. in to our curriculum time in an age appropriate way for the year groups in school. Also from September 2020 we have included Relationships Education, Relationships and Sex Education (RSE) and Health Education in the school timetable, in line with DfE guidance and the national curriculum. Students are taught to understand the issue and meaning of consent as

delivered in the RSHE curriculum. Students will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour.

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentiality. Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to KCSIE 2022 and within the MSP website. Procedures for handling disclosures and managing information to include how allegations of child on child abuse will be recorded as per section 5.2 of the Safeguarding and Child Protection policy 22/23. Concerns are shared via CPOMS and also recorded in person to the DSL or available Deputy DSL. Children share concerns by talking with a safe adult, or using an in class mechanism, such as worry beads in a box.

How the school investigates and deals with a disclosure:

Once a disclosure has been made and reported, the DSL/Deputy DSL will investigate with all pupils concerned individually. All pupils will be treated with respect and care and where appropriate therapeutic support will be put in place for victim and/or perpetrator as well as any other child affected by child on child abuse. This will ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide and systems should be in place for children to express their views and give feedback. Parents will also be contacted and where appropriate other outside agencies such as social care. All information is handled in accordance with the school’s Information Sharing/Management Policy, which is written in line with HM Government guidance – ‘Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018’, and the 7 principles of information sharing within that document.

When incidents of sexual violence and sexual harassment occur the school’s response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement and seeking advice from the Manchester Safeguarding Team. Incidents of child-on-child abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools anti-bullying policy and/or Behaviour and Relationships policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be. The schools Designated Safeguarding Lead will consult children’s social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.

The school will put a proportionate and supportive package of care in place for those affected. School leaders are aware that detailed advice to support schools and colleges has been published and included within Keeping Children Safe in Education 22. The advice is available and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment. The school adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes: How to respond to incidents and safeguarding young people' in respect of our response to sexting. <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people.

Responding to reports of sexual violence/harassment

It is crucial that school leaders are confident in responding to any reports of sexual violence or harassment. Text from sexual violence and sexual harassment between children in schools and colleges: There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the school's or college's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2. Early help

- In line with 1 above, the school or college may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- Full details of the early help process are in Chapter one of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.

- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.
- At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 275 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school or college should be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic). After recent government action to tackle the issues raised by testimonies given on the Everyone's Invited website, NSPCC has been commissioned to run the helpline which we will publicise in school and on our website – 0800 136 663. This number is 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. It is to report or share incidents which have happened both in and outside of educational settings.

Guidance documents/appendices for school policies:

Keeping Children Safe in Education 2024:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>



APPENDIX I

The following definitions are from Working Together to Safeguard Children (2018)

Significant Harm:

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

Abuse: Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Physical Abuse:

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

Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether

or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



APPENDIX J

A 'Good' Safeguarding School

The leadership, staff and governing body at Chorlton C.E primary are committed to a safe school which promotes the wellbeing and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

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

PRACTICES AND PROCEDURES

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

PUPIL TRACKING

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

STAFF TRAINING

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

PUPIL ENGAGEMENT

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

THE CURRICULUM

- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities
- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety, staying safe and building resilience
- Staff expectations of pupil's behaviour, attendance and attainment are high
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET
- This includes tackling issues leading to grooming, child sexual exploitation and radicalisation
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

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

INDICATORS OF VULNERABILITY TO RADICALISATION

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



APPENDIX K

Safeguarding and Prevent at Chorlton C.E School

Working with the Community: A Rights Respecting Approach

Children and young people are vulnerable to a wide range of safeguarding risks, and vulnerability to radicalisation needs to be seen in that context.

“Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools’ work on Prevent needs to be seen in this context.” Prevent Strategy, 2011.

It is of particular importance that we work closely with families to ensure their child’s safety, that they are fully aware of the law and our duties, and ensure an open dialogue between all those that care about our children. We believe it is important to work closely with parents, children, governors and a range of agencies to achieve this.

HOW DOES THE CHILDREN’S RIGHTS CHARTER SUPPORT THE PROTECTION AND SAFEGUARDING OF CHILDREN?

Article 3

The best interests of the child must be a top priority in all things that affect children

Article 4

Governments must do all they can to make sure every child can enjoy their rights

Article 6

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential

Article 8

Governments must respect every child’s right to a name, a nationality and family ties

Article 9

Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning

Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously

Article 13

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law

Article 14

Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their

rights. Governments must respect the rights of parents to give their children information about this right

Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights

Article 17

Every child has the right to reliable information from the media. This should be information that children can understand

Article 19

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

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Article 30

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live

Article 36

Governments must protect children from all other forms of bad treatment

PREVENTING RADICALISATION and VIOLENT EXTREMISM

Chorlton C.E Primary values the fundamental rights of: freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Chorlton C.E Primary seeks to protect its students and staff from all messages and forms of violent extremism and ideologies in all its forms.

We are clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies. It is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile.

The Early Help Assessment remains the primary vehicle for assessing vulnerable young people. This is carried out by the head or safeguarding lead.

If deemed suitable the:

- Safeguarding lead or Head will then make a referral to Children's Social Care (CSC). The safeguarding lead may be asked to complete a Channel Referral and Assessment Form (RAF) in consultation with the nominated lead from the CSC, which is emailed to the Channel Coordinator at Greater Manchester Police

- A Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities. (At no point will the person be created on a criminal records system)
- Channel Coordinator will then complete a case summary and return it to the nominated lead within the CSC who will coordinate a multi-agency safeguarding meeting with the necessary professionals (including the safeguarding lead from your school) to support the vulnerable individual
- Channel will assist this process by using its list of key contacts from across the public, voluntary and community sectors to help ensure the right people are brought to the multi-agency meeting
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-



APPENDIX L

Safeguarding and FGM at Chorlton C.E School Working with the Community: A Rights Respecting Approach

Many of our families are from countries where Female Genital Mutilation is practiced so it is of particular importance that we work closely with families to ensure their child's safety, that they are fully aware of the law and our duties, and ensure an open dialogue between all those who care about our children. We believe it is important to work closely with parents, children, governors and a range of agencies to achieve this.

HOW DOES THE CHILDREN'S RIGHTS CHARTER SUPPORT THE PROTECTION OF GIRLS FROM FGM?

Article 3

The best interests of the child must be a top priority in all things that affect children

Article 4

Governments must do all they can to make sure every child can enjoy their rights

Article 6

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential

Article 13

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law

Article 17

Every child has the right to reliable information from the media. This should be information that children can understand

Article 19

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

Article 24

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this

Article 36

Governments must protect children from all other forms of bad treatment

Article 37

No child shall be tortured or suffer other cruel treatment or punishment

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women.

Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings. Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education-->

<https://www.gov.uk/government/collections/female-genital-mutilation>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

<http://www.unicef.org/statistics/>

<http://www.theguardian.com/society/female-genital-mutilation>

<http://www.theguardian.com/society/2018/feb/13/reporting-of-female-genital-mutilation-to-become-mandatory>

<http://www.theguardian.com/teacher-network/teacher-blog/2014/feb/06/female-genital-mutilation-fgm-five-ways-teaching>



APPENDIX M

RRSA Accreditation report

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Chorlton CE Primary School
Headteacher:	Phil Trohear
RRSA coordinator:	Phil Trohear
Local authority:	Manchester
School context:	225 pupils on roll of whom 10.6% are eligible for Pupil Premium Funding. 14.7% of children are on the SEND register and 7.2% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Deputy Headteacher, Assistant Headteacher and SENDCo.
Number of children and young people spoken with:	30 children from Y1 to Y6
Adults spoken with:	3 Class Teachers, Key Therapist, HLTA, 2 Teaching Assistants, Chair of Governors, Safeguarding Governor and 7 parents/carers
Key RRSA accreditations:	Registered for RRSA: 14 th September 2017 Bronze achieved: 30 th November 2017 Silver achieved: 3 rd July 2018
Assessor:	Sarah Hodgkinson
Date:	18 th January 2024

ACCREDITATION OUTCOME

Outcomes for Strands A, B and C have all been achieved.

Chorlton CE Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

The assessor would like to thank the children, the Senior Leadership Team, and staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good collection of digital evidence.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

Strengths of the school include:

- The extent to which rights and rights respecting language are embedded in day-to-day life of the school.
- Rights are explicitly linked to all areas of the school's work - visible on displays linked across the curriculum and very prominent on the website and school communications.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school.
- The excellent use of charters across the school. Class charters are developed each year with pupils, and regularly revisited to see how well the rights are being respected and if there is anything that needs to change. All children were involved in establishing a playground charter which is used daily to support the respect for children's rights across the school.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions was notably strong.
- Very confident students who know that their views are taken seriously.

Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

- Continue to revisit RRSA guidance around language, wording and vocabulary of rights. UNICEF UK's [ABCDE of Rights](#) resource will support staff.
- Support parents/carers and families to learn about and understand the CRC and engage further with the school's Rights Respecting journey.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights approach, for example dignity and equity and how these are enacted in school practice.
- Continue to work on enabling the pupils' and adults' use of rights vocabulary such as dignity, equity, duty bearers and rights holders. Encourage everyone to actively use rights language when managing positive relationships in the playground and around school.
- Further develop children and young people's understanding of what it means to be a rights respecting global citizen thinking particularly of challenging stereotypes and discrimination and living sustainably. Support them to be informed about the world and current affairs so that they are critical thinkers and challenge discrimination and stereotypical attitudes.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OurRight campaign](#).

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.	Children were extremely articulate and demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights. Pupils understand that rights are inherent, universal, and unconditional. One child explained, "You get rights from when you are born," and another child added, "You have all of the rights, no matter what." Rights are explicitly linked to all areas of the school's work and are displayed prominently around the school environment, the website and on school communications. Senior leaders demonstrated a strong commitment to children's rights and to RRSa and there has been a strategic approach to embed a rights-based approach throughout the school. The Headteacher explained, "Rights are the golden thread through everything that we do," and a governor added, "I am so impressed with children's knowledge about their rights. You can see that thread going through the curriculum." The relationship between school staff and families is very strong with a high level of participation from parents in the work on rights and the overall life of the school. One parent commented that staff, "...live and breathe children's rights and bring it to life. I really feel that deep respect from staff to pupils."
STRAND B	Highlights and comments
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	There is an excellent use of charters across the school. Class charters are developed each year with pupils and regularly referred to throughout school life. All children participated in developing a playground charter which is used daily to support the respect for children's rights across the school. One child explained that when charters are being created, "We all get a vote on what we want," and another child added, "Otherwise if the teachers just pick it, it might be different to what we want." The language of rights is evident in all activities - in the classroom, the wider school and in conversations with parents and governors. A member of staff explained, "Children are very happy to express when they feel their own rights, or the rights of someone else, are not being respected."
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Relationships are based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way. Staff spoke passionately about how every member of school staff makes the effort to get to know each individual child in the school and how, "Everybody looks out for each other." A parent explained, "The rights come to life in how the staff listen to the children." Every child in the school has the opportunity to attend 'Tea with SLT' sessions where they can share their learning books and their achievements in an informal way. Staff explained that this gives pupils and adults that chance to, "...discuss, share and connect."
4. Children and young people are safe and protected and know what to do if they need support.	Children feel safe and protected and know what they need to do should they need support. One pupil commented, "Rights keep the school balanced. Without rights the school would be chaos and people wouldn't feel safe." Another child added, "It is comforting to know there are lots of adults to keep us safe." Children shared ideas about what they would do if they felt they needed support and these ideas included talking to a teacher, writing a worry on a piece of paper to share with an adult, and speaking to another child on the Ethos Team.

5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	There is a strong focus on the health and wellbeing of students within the context of rights so that young people feel supported and protected. Children talked about the Zones of Regulation and how each child has a 'toolkit' of strategies that they can use if they need support to regulate their emotions. A parent also shared how their child regularly uses the strategies from their 'toolkit' to regulate their emotions at home. One pupil shared their experience of support in school, <i>"I used to have lots of worries, so I talked to a therapist, and it really helped me out."</i> A child also discussed the 'Nurture Room' where, <i>"...you can go there to calm down."</i> Children understand the fair and equitable way in which some children access this support more than others. One child explained, <i>"I think it's fair that some children use the Nurture Room more than others because they struggle more with their learning, and they might need to calm down. Different people need different things."</i>
6. Children and young people are included and are valued as individuals.	All children feel valued and supported to be the best they can be. A member of staff talked about Forest School and the impact that this has on pupils. They explained, <i>"Children shine, and other children see that they may not be academic achievers, but outside they become leaders."</i> Staff spoke passionately about inclusion with one member of staff commenting, <i>"You can not only be included, but you can also thrive"</i> and another staff member explained that children with SEND, <i>"...feel equal to their peers and are celebrated. They have the same rights as everyone else."</i>
7. Children and young people value education and are involved in making decisions about their education.	Children are regularly given opportunities to become involved in decisions about their education. Pupils with SEND are regularly invited to contribute to their review meetings. Subject leaders are encouraged to obtain regular feedback from pupils about their subjects and children are also encouraged to share their views about school improvement during the 'Tea with SLT' sessions. Children talked about their regular involvement in surveys and how, <i>"We can write down what we think is best."</i>
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Pupil voice is valued highly, and the range of pupil voice groups gives numerous opportunities for all young people to put their suggestions forward and for these to be acted upon. Children shared examples of changes to school life following on from their own ideas such as more opportunities for girls to play football, more choice at playtime and being involved in redesigning the lunch menu. Children also shared their experiences of the Manchester Pupil Parliament where they collaborated with other schools in the city to work on supporting children with their mental health. A member of staff explained that children are reminded, <i>"...their voice is valued, and they can do something about it."</i>
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children see themselves as global citizens. Conversations happen linked to news and current events and children are supported to make positive changes. A staff member commented, <i>"Even our youngest children advocate not just for their own rights, but for the rights of others."</i> Children discussed their charity work and one child shared how you can, <i>"...donate toys to those children who don't have them."</i> Pupils have also been invited to contribute to Manchester City Council's work towards achieving UNICEF UK Child Friendly Cities Status. As part of this project pupils wrote letters about their views on improving the accessibility of the city's tram network.