Manchester Hospital School

Child Protection and Safeguarding Policy

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Author	Gwen Rees-Moffitt
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Under the Public Sector Equality Duty, Manchester Hospital School has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. Manchester Hospital School will take into account equality considerations when policies are being developed, adopted and implemented.

Manchester Hospital School serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe. We acknowledge that our students are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the student at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long-term education and health needs.

CHILD PROTECTION and SAFEGUARDING POLICY

1.1 School Safeguarding Contacts

Manchester Hospital School		
The whole-school DSL Gwen Rees-Moffitt has the ultimate responsibility for safeguarding. In her absence, the authorised member of staff is headteacher Joanna Beswick.		
KEY SCHOOL STAFF & ROLES From 1st September 2026		
Role	Name	Contact Phone Number / email
Whole School Designated Safeguarding Lead (WSDSL)	Gwen Rees-Moffitt	Tel: 0161 509 2368 g.rees-moffitt@hospitalschool.manchester.sch.uk
Whole School Deputy (WSDDSL)	Joanna Beswick	Tel: 0161 509 2368 head@hospitalschool.manchester.sch.uk
The Leo Kelly School (Site DSL)	Amy Thompson	Tel: 0161 509 2368 A.thompson@hospitalschool.manchester.sch.uk
RMCH, NMG, Wythenshawe and Hospital Outpatients (Site DSL)	Penny Coe	Tel: 0161 509 2368 p.coe@hospitalschool.manchester.sch.uk
The Christie (Site DSL)	Bethan Evans	Tel: 0161 509 2368 b.evans@hospitalschool.manchester.sch.uk
Galaxy House (Site DSL)	Pip Kehoe	Tel: 0161 509 2368 p.kehoe@hospitalschool.manchester.sch.uk
Strategic lead for safeguarding in schools Local Authority Designated officer (LADO)	Raamona Johnson	raamona.johnson@manchester.gov.uk Tel: 0161 234 1214 Lado@manchester.gov.uk
Chair of Governors	Julia Scott	Contact via: admin@hospitalschool.manchester.sch.uk Tel: 0161 509 2368
Safeguarding Governor	Julia Scott	Contact via: admin@hospitalschool.manchester.sch.uk Tel: 0161 509 2368

Manchester Safeguarding Contacts:

Service	**Contact**
Social Care Advice and Guidance Service (AGS)	0161 234 5001
Early Help North	earlyhelpnorth@manchester.gov.uk 0161 234 1973
Early Help Central	earlyhelpcentral@manchester.gov.uk 0161 234 1975

Early Help South	earlyhelpsouth@manchester.gov.uk 0161 234 1977
Complex Safeguarding Hub	0161 226 4196
Manchester LADO	LADO@manchester.gov.uk 0161 234 1214
Safeguarding in Education Team	Safeguardingedu@manchester.gov.uk
Manchester Virtual School	Virtualschool.education@manchester.gov.uk 0161 234 4160
School Attendance Team	Schoolattendance@manchester.gov.uk 0161 219 6986

Introduction and School Commitment

2.1 Policy Aims:

- To safeguard and promote the welfare of all children;
- To ensure concerns about children are identified, reported and responded to promptly;
- To create a culture in which safeguarding is everyone's responsibility;
- To ensure children know how to seek help and are listened to when they do;
- To protect children from harm both online and offline;
- To support effective partnership working to improve outcomes for children; and ensure safeguarding practice is child-centred, inclusive and responsive to the needs of all children.

2.2 Our Commitment

At Manchester Hospital School, we are committed to safeguarding and promoting the welfare of all children and expect everyone who works with children to share this commitment. We recognise that safeguarding is everyone's responsibility and that all children have the right to grow up in a safe, secure and nurturing environment. We are committed to creating a culture where children are listened to, taken seriously and supported to achieve their full potential.

We believe that effective safeguarding is fundamental to educational success and school improvement, and that all decisions should be made in the best interests of the child. We recognise that safeguarding extends beyond child protection and includes providing early help, preventing harm, promoting wellbeing, and protecting children from abuse, neglect, exploitation and other safeguarding risks both online and offline.

3. Legislative Framework

This policy has been developed in accordance with the following legislation and guidance:

- Keeping Children Safe in Education 2026 Statutory guidance that sets out the legal duties and responsibilities of schools and colleges to safeguard and promote the welfare of children.
- Working Together to Safeguard Children 2026 Statutory guidance that sets out how schools, local authorities, health services, police and other agencies must work together to help, protect and promote the welfare of children.
- Children Act 1989 and 2004 The key legislation underpinning child welfare and protection in England, establishing the duties of agencies to safeguard children and promote their welfare.
- **Education Act 2002 Places a duty on schools and governing bodies to make arrangements to safeguard and promote the welfare of pupils.**

- Equality Act 2010 Protects individuals from discrimination and requires schools to promote equality, foster good relations and eliminate unlawful discrimination.
- Human Rights Act 1998 Incorporates the rights and freedoms set out in the European Convention on Human Rights into UK law and requires public bodies, including schools, to act compatibly with those rights.
- Prevent Duty Guidance 2023 Requires schools to have due regard to the need to prevent children and young people from being drawn into terrorism and to provide appropriate safeguarding responses to concerns about radicalisation.
- Statutory Guidance on Female Genital Mutilation (FGM) Provides schools and professionals with guidance on identifying, responding to and reporting concerns relating to female genital mutilation to safeguard girls at risk.
- EYFS Statutory Framework Sets the standards for learning, development and care for children from birth to five including outlining safeguarding and welfare requirements.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 Sets out the childcare disqualification arrangements that apply to relevant staff working in early years and childcare settings.
- Manchester Safeguarding Partnership Multi-Agency Policy and Procedures Provides the local safeguarding framework, procedures and expectations for agencies working with children and families in Manchester.

4. Safeguarding Principles

4.1 Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Safeguarding also includes protecting children from abuse, neglect, exploitation and other forms of harm, whether these occur within the home, the community or online. Safeguarding is everyone's responsibility and requires all staff to maintain a child-centred approach at all times.

4.2 Definition of Child Protection

Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. It includes the processes and actions taken by schools and partner agencies to identify concerns, assess risk and take appropriate action to keep children safe from abuse and neglect.

4.3 Safeguarding Values

In line with Manchester Safeguarding Partnership arrangements, we believe that:

- safeguarding is everyone's responsibility;
- children's welfare is paramount;
- the best interests of the child must be at the centre of all decisions;
- all children should be listened to and supported to express their views;
- children have the right to be safe from abuse, neglect, exploitation and discrimination;
- effective safeguarding depends upon strong relationships, collaboration and information sharing;
- the importance of information sharing internally and with other schools, colleges, safeguarding partners, other agencies, organisations and practitioners is critical to strong safeguarding practice;
- early identification and intervention can prevent concerns from escalating; and
- learning, reflection and continuous improvement are essential to effective safeguarding practice.

4.4 Our Safeguarding Approach

We are committed to working collaboratively with Manchester City Council, Manchester Safeguarding Partnership and other safeguarding partners to identify, understand and respond to local safeguarding needs, emerging risks and contextual safeguarding concerns, ensuring that our practice reflects local priorities and contributes to improving outcomes for children and young people across Manchester.

5. Equality, Diversity and Inclusion

At Manchester Hospital School, we are committed to providing a safe, inclusive and supportive environment where every child is valued, respected and able to achieve their full potential. We recognise that children may experience safeguarding risks differently depending on their individual circumstances, identities and lived experiences, and that some children may face additional barriers to recognising, reporting or disclosing abuse and neglect (In line with the Public Sector Equality Duty).

We are committed to anti-discriminatory practice and ensuring that all children receive the help, support and protection they need, regardless of age, disability, ethnicity, race, religion or belief, sex, sexual orientation, gender identity, socio-economic circumstances or family background.

5.1 Children Who May Require Additional Safeguarding Consideration

We recognise that some children have an increased risk of abuse, neglect, exploitation or harm and may face additional barriers to obtaining help or disclosing concerns. Additional consideration will be given to children who:

- are disabled or have medical conditions that may affect communication, independence or vulnerability;
- have special educational needs, whether or not they have an Education, Health and Care Plan (EHCP);
- are experiencing mental health difficulties or emotional wellbeing concerns;
- are young carers;
- are showing signs of being drawn into anti-social behaviour, criminal exploitation or county lines activity;
- are missing, or have previously been missing, from education, home or care;
- have experienced multiple suspensions, are at risk of permanent exclusion, attend alternative provision or are placed within a pupil referral unit;
- are at risk of child sexual exploitation, child criminal exploitation, trafficking or modern slavery;
- are vulnerable to radicalisation or extremism;
- have a parent or carer in custody or are affected by parental offending;
- are living in circumstances involving domestic abuse, parental substance misuse, adult mental ill health or other factors that may impact on their safety and wellbeing;
- are misusing drugs, alcohol or other substances;
- are at risk of honour-based abuse, including female genital mutilation (FGM) or forced marriage;
- are privately fostered;
- are children in need, subject to a child protection plan, looked after, previously looked after or living in kinship care arrangements;
- identify as lesbian, gay or bisexual and may face additional vulnerabilities, discrimination or barriers to support;
- are questioning their gender, exploring their gender identity, or experiencing distress related to gender;
- are refugees, asylum seekers or have recently arrived in the United Kingdom; or
- experience poverty, housing insecurity, homelessness or other circumstances which may place them at increased risk of harm.

This list is not exhaustive, and safeguarding decisions will always be based on an assessment of each child's individual needs, circumstances and lived experience.

6. Roles and Responsibilities

6.1 Governing Board

The Governing Board has strategic responsibility for safeguarding and promoting the welfare of children. It will ensure that the school complies with its duties under safeguarding legislation and guidance. The Governing Board will ensure that appropriate safeguarding policies, procedures and training are in place and effective, appoint a safeguarding governor to provide oversight and challenge, and ensure that safeguarding is embedded within the school's culture and ethos.

The Governing Body will:

- appoint an appropriately trained governor with responsibility for safeguarding to provide oversight of safeguarding arrangements and act as a link between the Governing Body and the Whole School Designated Safeguarding Lead (WSDSL);

- ensure that suitable arrangements are in place to obtain assurance about the effectiveness of safeguarding practice, including regular safeguarding reports, audits, policy reviews, and monitoring activities;

- ensure that children are provided with safe, accessible and well-promoted systems through which they can raise concerns, report worries and seek support from trusted adults;

- ensure that safeguarding and child protection policies, procedures and related arrangements are reviewed at least annually and updated promptly in response to changes in legislation, guidance or local safeguarding priorities;

- ensure that the school has appropriate procedures for managing safeguarding concerns, allegations against adults, low-level concerns, whistleblowing and child-on-child abuse;

- ensure that the school operates effective safer recruitment, selection and induction processes and maintains a compliant Single Central Record;

- ensure that all staff and volunteers receive safeguarding training, information and updates appropriate to their role, including online safety and child protection training;

- ensure that there is an appropriately trained Whole School Designated Safeguarding Lead, supported by sufficient time, funding, resources, supervision and leadership capacity to carry out the role effectively;

- ensure that children who may be particularly vulnerable, including those with SEND, children with a social worker, children in care, previously looked after children and other groups at increased risk, receive appropriate support and protection;

- ensure that safeguarding arrangements reflect the school's duties under the Equality Act 2010 and promote an inclusive, anti-discriminatory approach to safeguarding practice;

- ensure that appropriate filtering and monitoring systems are in place, regularly reviewed, and effective in helping to protect children from online harms whilst supporting teaching and learning;

- ensure that safeguarding concerns are responded to in a timely manner and that the school works effectively with parents, carers and partner agencies to safeguard and promote children's welfare; and

- ensure appropriate challenge is provided to school leaders where necessary and that safeguarding remains a standing priority within the school's governance arrangements.

6.2 Headteacher

The Headteacher has overall responsibility for promoting a strong safeguarding culture in which the welfare of children is paramount.

The Headteacher will:

- ensure that safeguarding policies and procedures adopted by the Governing Board are fully implemented, understood and followed by all staff, including supply staff, volunteers and contractors;

- ensure that a suitably qualified and appropriately trained Whole School Designated Safeguarding Lead (WSDSL) is appointed and provided with sufficient time, funding, supervision, resources and support to carry out their responsibilities effectively;

- work closely with the Whole School Designated Safeguarding Lead (WSDSL) to ensure that safeguarding arrangements are effective, regularly reviewed and responsive to local and national developments;

- ensure that the school fulfils its responsibilities within local multi-agency safeguarding arrangements and works effectively with Children's Social Care, Health, Police and other relevant agencies to safeguard and promote the welfare of children;

- manage allegations and concerns about adults working with children, including low-level concerns, in accordance with statutory guidance and local procedures. They will work with the Local Authority Designated Officer (LADO) where appropriate and ensure that referrals are made to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) and Police when required; and

- ensure that robust systems are in place for safer recruitment, staff conduct, visitor management, site security and safeguarding record keeping. They will also ensure that parents, carers and pupils understand the school's safeguarding responsibilities and know how to access support and report concerns.

6.3 Whole School Designated Safeguarding Lead

The Whole School Designated Safeguarding Lead (WSDSL) is a member of the senior leadership team and has lead responsibility for safeguarding and child protection within the school. The WSDSL takes overall responsibility for safeguarding systems and processes, ensuring that children receive the right help at the right time and that concerns about a child's welfare are identified, managed and responded to appropriately. The WSDSL acts as the school's safeguarding expert, providing advice, support and guidance to staff, working closely with children, families and partner agencies to promote the safety and wellbeing of all pupils.

Site DSLs will be trained to the same standard and will support the WSDSL in carrying out these responsibilities. Site DSLs are based at the following Manchester Hospital School sites:

- The Leo Kelly School
- The School at The Royal Manchester Children’s Hospital

- The School at Galaxy House
- The School at The Christie
- The School at North Manchester General Hospital
- The School at Wythenshawe Hospital

The Whole School Designated Safeguarding Lead and Site Designated Safeguarding Leads will:

- act as the first point of contact for all safeguarding and child protection concerns within the school;
- provide advice, support and guidance to staff on safeguarding and child protection matters;
- manage referrals and work collaboratively with Children's Social Care, Early Help, the Police, Health services and other relevant agencies;
- refer cases of suspected abuse, neglect, exploitation and radicalisation to the appropriate agencies and support staff who make referrals;
- maintain secure, accurate and confidential safeguarding records and ensure appropriate information is shared and transferred in line with statutory guidance and local procedures;
- monitor the welfare of children who are subject to a Child Protection Plan, Child in Need Plan, Early Help, have a social worker, are looked after or who may otherwise be vulnerable;
- attend, or ensure appropriate representation at, strategy discussions, Child Protection Conferences, Child in Need meetings, Team Around the Family meetings and other multi-agency safeguarding meetings;
- ensure safeguarding concerns are escalated and challenged appropriately where professionals disagree about the most appropriate course of action;
- promote a culture of safeguarding, listening to children and taking account of their wishes and feelings when determining actions and support;
- ensure that all staff receive appropriate safeguarding induction, training and regular safeguarding updates;
- ensure that safeguarding policies and procedures are reviewed annually and implemented consistently across the school;
- work with the Governing Board and Headteacher to ensure the school meets its safeguarding responsibilities and contributes to local safeguarding arrangements;
- promote educational outcomes by sharing relevant information about vulnerable children with appropriate staff members on a need-to-know basis;
- understand the safeguarding needs of children with special educational needs and disabilities, children who have a social worker, and other groups of vulnerable children;
- undertake regular safeguarding training and maintain the knowledge and skills required to carry out the role effectively, including understanding local safeguarding arrangements, emerging risks and national developments in safeguarding practice.

Safeguarding is everyone's responsibility. All staff have a duty to safeguard and promote the welfare of children and must act in the best interests of the child at all times. All staff, including supply staff, volunteers, contractors and governors, play a vital role in protecting children from harm, identifying concerns at the earliest opportunity and ensuring that children receive the right help at the right time. Staff should maintain an attitude of "it could happen here", recognise that safeguarding concerns can arise both online and offline, and be prepared to take appropriate action where they have concerns about a child's welfare.

6.4 All staff will:

- read and understand **Part One of Keeping Children Safe in Education 2026**, together with any additional annexes or sections identified by the Headteacher as relevant to their role;
- understand and comply with this policy and the Staff Code of Conduct
- provide a safe, inclusive and supportive environment in which children can learn and thrive;
- understand the role of the Site Designated Safeguarding Lead (Site DSL) and Whole School DSL (WSDSL) and know how to report concerns in the absence of the Site DSL or WSDSL;
- be alert to indicators of abuse, neglect, exploitation and other safeguarding concerns, including those that may arise online;
- recognise that children may not feel ready or know how to tell someone that they are being abused, neglected or exploited, and that barriers to disclosure may exist;
- listen to children, take their concerns seriously and respond appropriately to disclosures in accordance with school procedures;
- maintain professional curiosity and build trusted relationships that enable children to seek help and share worries;
- never promise confidentiality to a child and always explain that information may need to be shared to keep them safe;
- record concerns accurately and promptly and pass them to the Site DSL without delay as well as documenting concerns and observations on CPOMS.
- contribute to multi-agency working and attend safeguarding meetings where required as part of their role;
- understand that children may be vulnerable to harm both within and outside their home environment, including through peer-on-peer abuse, exploitation, online abuse and extra-familial harm;
- understand the importance of attendance, behaviour, wellbeing and educational outcomes as potential indicators of safeguarding concerns;
- be aware that some children may be at greater risk of harm, including children with SEND, children with a social worker, looked after and previously looked after children, young carers, children with mental health needs, children missing education, children who are LGBTQ+, and children experiencing discrimination or additional vulnerabilities;
- understand the indicators of child sexual exploitation, child criminal exploitation, county lines, serious violence, domestic abuse, radicalisation, female genital mutilation (FGM), forced marriage and other specific safeguarding concerns;
- be aware of the school's filtering and monitoring arrangements and understand their role in promoting online safety;
- contribute, where appropriate, to the teaching of safeguarding through the curriculum, helping children to recognise risks, stay safe and know how to seek support; and
- participate in safeguarding training and safeguarding updates and apply this learning to their day-to-day practice.

6.5 Teaching staff also have additional statutory responsibilities, including the mandatory duty to report known cases of Female Genital Mutilation (FGM) to the Police and to uphold the Teachers'

Standards, which require teachers to safeguard children's wellbeing and maintain public trust in the profession.

7. Training and Induction

Safeguarding training is essential in creating and maintaining a strong safeguarding culture. All staff, governors and volunteers will receive safeguarding training and updates appropriate to their role to ensure they are able to identify concerns, respond appropriately and fulfil their safeguarding responsibilities.

Safeguarding Induction for New Staff

All new staff, including temporary staff, volunteers and agency workers, will receive safeguarding and child protection induction as part of their onboarding process.

Regular Safeguarding Updates

All staff will receive regular safeguarding updates to ensure their knowledge and skills remain current and that they are aware of any local, national or emerging safeguarding issues. This includes reading KCSIE Part One, annually and reading the updated Child Protection and Safeguarding Policy.

Site Designated Safeguarding Lead and Whole School Safeguarding Lead Training

The Site DSL, WSDSL and Deputy WSDSL will undertake DSL and safeguarding training appropriate to their role and responsibilities. In addition to formal training, they will access regular updates and learning opportunities through local networks and clusters to ensure their knowledge remains current and reflects local and national safeguarding developments.

Governor Safeguarding Training

Governors will receive safeguarding training appropriate to their role to enable them to provide effective strategic oversight, challenge and assurance regarding the school's safeguarding arrangements and statutory responsibilities.

Safer Recruitment Training

At least one member of any appointment panel will have completed safer recruitment training. Those involved in recruitment processes will receive appropriate training and support to ensure safe and robust recruitment practices are followed.

Online Safety Training

All staff will receive training and updates on online safety, including current and emerging risks, filtering and monitoring arrangements, cyber security awareness, generative AI and how to support children to stay safe online.

Prevent Duty Training

Staff will receive appropriate Prevent Duty training to help them understand the risks associated with radicalisation and extremism, recognise potential indicators of concern and know how to respond in line with local safeguarding procedures.

Safeguarding Supervision and Support for DSLs

The school recognises the importance of safeguarding supervision and professional support for staff who undertake safeguarding roles - the school provides regular planned supervision as well as responsive supervision where appropriate.

8. Summary of Safeguarding Procedures

If there is a concern about child welfare or safeguarding, our procedure is set out below and all staff, volunteers and visitors are expected to follow it.

If a child makes a disclosure to you

- Listen to them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgment on it. Tell the Site DSL without delay. Record the incident on CPOMS as soon as possible and at least within the working day.
- If the DSL for your site is not available, you must contact the Whole School DSL, Deputy Whole School DSL or any other DSL listed on page 2.

Alternatively, if appropriate, if there is immediate and urgent danger to the child, make a referral to children's social care **0161 234 5001** and/or the police directly **999 or 101** (see 5.2), and tell the Site DSL as soon as possible that you have done so.

- Contact details and process for making a referral
- Manchester City Council – Children's Social Care Advice and Guidance Service (AGS)
- Tel. 0161 234 5001

Contact telephone numbers

- **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**

Procedure for dealing with allegations against a member of staff or volunteer

If there is an allegation that an adult has harmed a child, or that a child is a risk from a named adult, we will deal with any allegation very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. On receiving information about an allegation, the case officer (usually the Headteacher) will:

- Immediately discuss the allegation with the designated officer at the local authority (LADO).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer.
- Where appropriate, carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements can be put in place.
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual.
- If it is decided that further action is needed, take steps as agreed with the designated officer to

initiate the appropriate action in school.

- Provide effective support for the individual facing the allegation or concern.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible.
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child.

All concerns, including low-level concerns, should be reported to the head teacher unless the concern relates to the headteacher in which case it should be reported to the Chair of Governors.

The telephone number for the Manchester LADO (sometimes known as DOLA or LA Designated Officer) is 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 set out below.

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities within it and so that they can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three safeguarding partners (The LA, police and health authority).

Advice and support is available from the NSPCC. They can be contacted on their Whistleblowing Helpline: 0800 028 0285 or by email to help@nspcc.org.uk

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

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

Responding to a Disclosure
Staff will:

- listen carefully to what the child is saying, allowing them to speak freely and without interruption;
- remain calm and avoid displaying shock, disbelief or strong emotions that may discourage the child from continuing;
- avoid leading questions and only ask open questions where necessary to clarify what has been said;
- reassure appropriately by explaining that they have done the right thing in speaking out and that the concern will be taken seriously;
- never promise confidentiality as information may need to be shared with appropriate professionals in order to keep the child safe; and
- record the disclosure accurately using the child's own words wherever possible and pass the information to the Site DSL without delay.

Recording Concerns
All safeguarding concerns must be:

- recorded promptly as soon as possible after the concern arises or a disclosure is made;
- factual and based on what was seen, heard or reported, avoiding assumptions, speculation or personal opinion;
- dated and signed to provide a clear and accurate record of events and actions taken; and
- stored securely in accordance with the school's safeguarding procedures, information-sharing

protocols and data protection requirements.

Escalation

- The school will challenge decisions where necessary and follow Manchester escalation procedures where concerns remain unresolved.

9. Community-Based Early Help and Multi-Agency Working

9.1 Community-Based Early Help

The school is committed to identifying needs at the earliest opportunity and providing support before concerns escalate. Staff will work with children, families and partner agencies to identify emerging needs and provide appropriate support.

Where additional help is required, referrals may be made to Manchester's **Family Hubs and Family Help services**, which provide access to a range of support for children, young people and families. Staff will contribute to assessments, plans and reviews as required to ensure children receive the right help at the right time.

9.2 Multi-Agency Working

Working Together to Safeguard Children is very clear that all schools and colleges in the local area should be fully engaged, involved, and included in safeguarding arrangements. The school will work closely with Children's Social Care, Family Help Services, Health Services, Police, Education partners and other relevant agencies to identify needs, assess risk and provide appropriate support for children and families.

The school will participate in Early Help (Family Help) assessments, Child in Need meetings, Child Protection Conferences, Strategy Discussions and other multi-agency processes as required.

This school follows the Manchester Safeguarding Partnership procedures and local threshold guidance to ensure that children receive the right help at the right time.

10. Supporting Vulnerable Children

We recognise that some children may be at greater risk of abuse, neglect, exploitation or other safeguarding concerns and may require additional support to help them achieve positive outcomes.

Attention will be paid to children who:

- have a social worker, including those who are subject to Child in Need or Child Protection Plans;
- are looked after, ensuring that their educational, emotional and safeguarding needs are identified and supported;
- were previously looked after, including those who have left care through adoption, special guardianship or child arrangements orders;
- are living in kinship care arrangements, recognising the unique challenges and support needs that may arise for these children and their carers;

- have Special Educational Needs and Disabilities (SEND), acknowledging that additional barriers may exist to recognising indicators of abuse, neglect or exploitation;
- have medical needs, allergies or long-term health conditions, which may increase their vulnerability;
- experience poor attendance or persistent absence, as this may be an indicator of unmet need, abuse, neglect or exploitation;
- have been suspended, excluded or are at risk of exclusion, recognising the increased safeguarding risks associated with disengagement from education;
- attend Alternative Provision, including pupils accessing part-time or full-time off-site education arrangements;
- are considering elective home education, where safeguarding concerns may require additional monitoring;
- are young carers, who may be undertaking caring responsibilities that impact on their wellbeing, attendance or educational progress;
- experience mental health difficulties, emotional wellbeing concerns or psychological distress that may affect their safety, welfare or development; and
- experience extra-familial harm, including child criminal exploitation, child sexual exploitation, serious violence, peer-on-peer abuse, online abuse, county lines activity or other risks beyond the family home.

This list is not exhaustive, and staff will remain alert to any factors that may increase a child's vulnerability or create barriers to them seeking or receiving help.

11. Child-on-Child Abuse

Please see the school's separate Child-on Child Abuse policy

12. Online Safety and Digital Safeguarding

The school is committed to safeguarding children from potentially harmful and inappropriate online material and promotes a whole-school approach to online safety that empowers children, staff and families to use technology safely, responsibly and positively.

The school will:

- provide age-appropriate online safety education through the curriculum
- ensure that staff receive appropriate online safety training and understand emerging risks and trends
- maintain procedures for identifying, responding to and recording online safeguarding concerns - these are recorded on CPOMs.
- support children who have experienced online harm and work with partner agencies where appropriate
- ensure that online safety is considered when using new and emerging technologies, including artificial intelligence (AI) tools and applications

- communicate regularly with parents and carers about online safety, risks and protective measures
- ensure appropriate safeguarding arrangements are in place for any remote learning activities

12.1 Filtering, Monitoring and Cyber Security

The school will take all reasonable steps to limit children's exposure to harmful online material while using the school's IT systems and internet-connected devices.

The Governing Board will ensure that:

- Harmful and inappropriate content is blocked without unnecessarily restricting teaching and learning- using the school's filtering tool Securly.
- The school has clear roles and responsibilities are identified for filtering and monitoring arrangements
- Staff understand how to respond to online safety concerns identified through monitoring systems
- Filtering and monitoring arrangements are reviewed at least annually and following any significant safeguarding concerns
- Appropriate cyber security measures are implemented to protect children's personal information and reduce the risk of online harm.

12.2 Mobile Devices

Please see the school's separate Mobile Phone policy.

13. Safeguarding in the Curriculum

We recognise that safeguarding is an important part of the curriculum and contributes to creating a culture where children are informed, resilient and able to keep themselves safe.

Pupils will be supported, through our curriculum, to learn about:

- healthy, respectful and positive relationships
- consent, boundaries and appropriate behaviour
- online safety, including safe use of technology, social media and artificial intelligence
- mental health, emotional wellbeing and resilience
- recognising and responding to abuse, neglect and exploitation
- personal safety, risk-taking behaviours and keeping safe in the community
- equality, diversity, inclusion and respect for others
- discrimination, prejudice and protected characteristics
- British Values and the importance of mutual respect, tolerance and democracy
- recognising harmful behaviours, including child-on-child abuse
- the risks associated with criminal exploitation, sexual exploitation, serious violence and county lines
- the risks of radicalisation and extremism
- healthy lifestyles and making safe choices
- attendance, belonging and positive participation in school life
- how, when and where to seek help from trusted adults and support services

14. Safer Recruitment

We are committed to ensuring that the people who work with children at our school are suitable to do so. The school recognises that safer recruitment is an essential part of safeguarding and takes all reasonable steps to prevent unsuitable individuals from working with children.

Recruitment, selection, induction and ongoing safeguarding arrangements are designed to create a strong safeguarding culture that promotes the welfare of children and deters individuals who may pose a risk from gaining access to them.

The school will:

- ensure that all recruitment and selection procedures are conducted in accordance with Keeping Children Safe in Education and relevant employment legislation;
- promote safeguarding throughout the recruitment process, ensuring that our commitment to safeguarding and promoting the welfare of children is clearly communicated to prospective applicants;
- ensure that all job advertisements, recruitment materials and application processes make clear that safeguarding checks will be undertaken as part of the appointment process;
- obtain a completed application form for all applicants and not accept CVs in place of a full application form;
- scrutinise application forms carefully and explore any discrepancies, gaps in employment history or concerns identified during the recruitment process;
- obtain and consider appropriate references before appointment and verify information provided by candidates;
- undertake online searches on shortlisted candidates as part of the appointment process to help identify any issues that may affect a candidate's suitability to work with children;
- assess candidates' suitability, attitudes, values and motivation to work with children through a structured selection process;
- ensure that at least one member of every appointment panel has completed safer recruitment training;
- carry out all required pre-employment checks before an individual starts work, including identity, qualification, right to work, prohibition, criminal record and other checks relevant to the role;
- take appropriate steps to satisfy themselves that individuals who have lived or worked overseas are suitable to work with children;
- maintain a Single Central Record of recruitment and vetting checks in accordance with statutory requirements;
- ensure that volunteers, agency staff, contractors, trainee teachers and other adults working within the school are subject to appropriate safeguarding checks and supervision arrangements appropriate to their role and level of contact with children;
- ensure that volunteers are appropriately assessed, supervised and vetted in accordance with their role. Where a volunteer is engaged in regulated activity with children, the school will obtain an enhanced DBS check including children's barred list information, in line with Keeping Children Safe in Education 2026.
- ensure that safeguarding responsibilities continue beyond appointment through effective induction, probation, training, supervision and performance management arrangements;
- take appropriate action where concerns arise regarding the suitability of any adult working in or on behalf of the school;
- 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.

14.1 Visitors, Contractors and Lettings

The school will ensure that appropriate safeguarding arrangements are in place for visitors, contractors, hirers and organisations providing services or activities on school premises.

14.2 Single Central Record

- The school maintains a Single Central Record (SCR) of recruitment and vetting checks which is regularly reviewed to ensure compliance with statutory requirements. The regular checks are carried out and recorded by the Whole School Designated Safeguarding Lead.

15. Managing Allegations Against Adults

All allegations and concerns relating to staff, supply staff, volunteers, contractors, governors, agency staff, trainee teachers and any other adults working on behalf of the school will be taken seriously and managed in line with KCSIE 2026, local authority procedures and advice from the Local Authority Designated Officer (LADO) where appropriate.

The school will:

A. ensure that all allegations and concerns about adults working with children are managed in accordance with Part Four of Keeping Children Safe in Education and local safeguarding procedures;

B. where an allegation meets, or may meet, the harms threshold, the Headteacher (or Chair of Governors where the allegation relates to the Headteacher) will seek advice from the LADO and follow the appropriate procedures;

C. work closely with the Local Authority Designated Officer (LADO), Children's Social Care, Police and other relevant agencies where appropriate;

D. ensure that allegations are dealt with quickly, fairly and consistently, providing effective protection for children while also supporting the individual who is the subject of the allegation;

E. make reasonable enquiries to establish the basic facts of a concern before seeking advice from the LADO, whilst ensuring that any action taken does not compromise a future investigation;

F. ensure that all staff understand how to recognise, respond to and report concerns about the conduct of adults working with children;

G. maintain accurate and confidential records of all allegations and concerns and the actions taken in response;

H. ensure that staff understand the school's whistleblowing procedures and are able to raise concerns, including concerns about safeguarding practice, without fear of reprisal;

I. refer historic allegations of abuse to the Police and other relevant agencies in line with statutory guidance;

J. make referrals to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) and other relevant bodies where the legal duty to do so applies

15.1 Low-Level Concerns

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct but does not meet the harms threshold.

Examples may include:

- concerns arising from poor professional judgement;
- behaviour that makes others feel uncomfortable or causes a sense of unease;
- inappropriate conduct outside of work that raises questions about professional suitability;
- concerns raised by pupils, parents, carers or colleagues;
- issues identified through supervision, recruitment or vetting processes; or
- self-reported incidents where an adult believes their actions may have been misinterpreted.

All low-level concerns will be reported to the Headteacher. Such concerns will be recorded, reviewed and managed appropriately to ensure professional standards are maintained and safeguarding risks are identified at the earliest opportunity.

16. Site Security and Extended Provision

The school is committed to ensuring that appropriate safeguarding arrangements are in place for all activities, services and individuals operating on or using the school site. This includes visitors, contractors, external providers, educational visits and work experience placements.

The school will take all reasonable steps to ensure that safeguarding responsibilities are understood, appropriate checks and risk assessments are completed where required, and that children remain safe whilst participating in any school-led or school-approved activity.

The school's arrangements for managing visitors, contractors, educational visits and work experience are outlined in the following policies and procedures:

- Lockdown Policy
- Educational Visits Policy

17. Monitoring and Quality Assurance

The school is committed to continuous improvement in safeguarding practice and recognises the importance of robust monitoring, evaluation and quality assurance processes. Safeguarding arrangements will be regularly reviewed to ensure that they remain effective, compliant with statutory guidance and responsive to the needs of children and families.

The effectiveness of safeguarding arrangements will be monitored through:

- governor monitoring, including safeguarding visits, scrutiny of safeguarding information and challenge to school leaders
- safeguarding reports, provided to senior leaders and governors to support oversight of safeguarding activity, trends, training, attendance, exclusions and other safeguarding matters

- annual policy review, ensuring safeguarding policies, procedures and guidance remain up to date and reflect current legislation, statutory guidance and local safeguarding arrangements.
- review of safeguarding incidents and local or national learning reviews, to identify opportunities for improvement and strengthen safeguarding practice.
- pupil voice activities, ensuring that the views, experiences and feedback of children inform safeguarding practice and contribute to the development of a safe and supportive school environment.

18. Linked Policies

This policy should be read alongside the following policies that support the school's wider safeguarding responsibilities:

Behaviour and Relationships Policy

Restrictive Intervention Policy

Attendance Policy

Staff Code of Conduct

Safer Recruitment Policy

Whistleblowing Policy

SEND Policy

Equality Policy

Health and Safety Policy