



"Aiming high to achieve success!"

Safeguarding Policy

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1. STATEMENT OF INTENT

- 1.1 This policy has been developed to ensure that all adults in **Abbott Community Primary School** are working together to safeguard and promote the physical and emotional welfare of all children and young people, both inside and outside the school premises.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.
- 1.3 The Designated Safeguarding Lead (DSL), or in her absence the Deputy DSL, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people. Phillippa Wilson (Head Teacher) is the school's DSL and either Kate Stokes or Emma Wyatt (Assistant Heads) are Deputy DSL.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of Abbott Community Primary School. This policy complements and supports other relevant school and Local Authority policies (Appendix A).
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015' and 'Keeping Children Safe in Education 2016', Abbott Community Primary School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. ETHOS

- 2.1 Abbott Community Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2015' and implements policies, practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.
- 2.2 The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The **Manchester Early Help Assessment** is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay

safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

- 2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.
- 2.4 Abbott will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

3. THE CURRICULUM

- 3.1 All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 3.3 Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- 3.4 Abbott Community Primary School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Radicalisation and Extremism, FGM, Forced Marriage.
- 3.5 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4. ATTENDANCE & EXCLUSIONS

- 4.1 Abbott Community Primary School views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school/setting, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- 4.2 The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why

attendance is important. In certain cases this may form part of an Early Help Assessment (EHA).

- 4.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people, in accordance to the 'Children Missing Education' September 2016 document.
- 4.4 The school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs.
- 4.5 The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

5. KEEPING RECORDS

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

6. ROLES AND RESPONSIBILITIES

- 6.1 The **Head Teacher** of Abbott Community Primary School will ensure that:
 - 6.1.1 The policies and procedures adopted by the Governing Board to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
 - 6.1.2 Safe recruitment and selection of staff and volunteers is practiced.
 - 6.1.3 A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
 - 6.1.4 Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
 - 6.1.5 All staff and volunteers receive appropriate training which is regularly updated.
 - 6.1.6 All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.

- 6.1.7 All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- 6.1.8 Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- 6.1.9 Ensure that the Safeguarding and Child Protection policy is available on the school's web-site.
- 6.1.10 Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.
- 6.2 The **Governing Board** of the school will ensure that:
- 6.2.1 A member of the Governing Board is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the Governing Board with appropriate information about safeguarding and will liaise with the designated member of staff.
- 6.2.2 A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.
- 6.2.3 The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- 6.2.4 The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- 6.2.5 Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education' and Local Authority procedures.
- 6.2.6 All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- 6.2.7 Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalization and extremism.
- 6.3 The **Designated Senior Member of Staff for Child Protection** has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The **Designated Person** will:

- 6.3.1 Act as the first point of contact with regards to all safeguarding matters.
- 6.3.2 Attend up-dated training every two years.
- 6.3.3 Provide relevant information to the LA on how the school carries out its safeguarding duties.
- 6.3.4 Provide support and training for staff and volunteers
- 6.3.5 Ensure that the schools actions are in line with the MCSB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at manchesterscb.org.uk)
- 6.3.6 Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- 6.3.7 Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- 6.3.8 Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- 6.3.9 Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- 6.3.10 Manage and keep secure the school's safeguarding records.
- 6.3.11 Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- 6.3.12 Liaise with the Head Teacher about any safeguarding issues.
- 6.3.13 Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- 6.3.14 Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- 6.3.15 Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.

7. SAFE RECRUITMENT AND SELECTION OF STAFF

- 7.1 The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" September 2016.
- 7.2 The Head Teacher and Governing Board will ensure that all staff and volunteers in supplementary schools using the mainstream school site will have been vetted and checked.

8. WORKING WITH OTHER AGENCIES

8.1 Abbott Community Primary School has developed effective links with other relevant agencies, for example, the Local Authority, Children's Social Care, Channel, GMP, NHS and the MSCB and co-operates as required with any enquiries regarding child protection issues. The school will notify the District Team if:

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

9. CONFIDENTIALITY AND INFORMATION SHARING

9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Head Teacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.

9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

10. TRAINING FOR STAFF AND VOLUNTEERS

10.1 In accordance with "Keeping children safe in education – September 2016" all staff will receive training at induction.

10.2 All staff should receive appropriate child protection training which includes the following:

10.2.1 basic safeguarding information about the school's policies and procedures,

10.2.2 signs and symptoms of abuse (emotional and physical),

10.2.3 indicators of vulnerability to radicalisation

10.2.4 how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

10.3 The Designated Person for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.

10.4 All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism.

11. RECORDING AND REPORTING CONCERNS

- 11.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:
 - 11.1.1 Speak to the Designated Person or the person who acts in their absence
 - 11.1.2 Agree with this person what action should be taken, by whom and when it will be reviewed
 - 11.1.3 Record the concern using the school's safeguarding recording system (CPOMs)

12. INFORMING PARENTS/CARERS

- 12.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.
- 12.2 Parents and carers will be informed if a referral is to be made to the Children's Social Care Service or any other agency.
- 12.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Head Teacher will seek advice from Children's Social Care.

13. DOMESTIC ABUSE

- 13.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.
- 13.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- 13.3 Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.
- 13.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.

14. FORCED MARRIAGE

- 14.1 Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.
- 14.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.
- 14.3 If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

15. CHILD SEXUAL EXPLOITATION

- 15.1 CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.
- 15.2 CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.
- 15.3 The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:
- 15.4 **Step one – Identifying cases:** School staff members are aware of and look for the key indicators of CSE, these are as follows: Going missing for periods of time or regularly going home late; Regularly missing school; Appearing with unexplained gifts and new possessions; Associating with other young people involved in exploitation; Having older boyfriends or girlfriends; Undergoing mood swings or drastic changes in emotional wellbeing; Displaying inappropriate sexualised behaviour.
- 15.5 **Step two – Referring cases:** Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.
- 15.6 **Step three – Support:** The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

16. FEMALE GENITAL MUTILATION

- 16.1 Female Genital Mutilation (FGM) is an illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.
- 16.2 [The Serious Crime Act 2015](#) strengthened further the legislation on FGM and now includes a new statutory duty placed on professionals (including teachers) to notify the police when they discover that FGM appears to have been carried out on a girl under 18.

17. PREVENTING RADICALISTION and VIOLENT EXTREMISM

- 17.1 **Abbott Community Primary School** 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. Abbott seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.
- 17.2 Abbott is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

18. ONLINE SAFETY

- 18.1 Abbott Community Primary School has an E-Learning Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.
- 18.2 The internet is an essential element in 21st century life for education, business and social interaction and (insert name of school) has a duty to provide children and young people with quality access as part of their learning experience.
- 18.3 It is the duty of Abbott to ensure that every child and young person is in its care is safe and this applies equally to the 'virtual' or digital world.
- 18.4 Abbott will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

19. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

- 19.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.
- 19.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and wellbeing as well as relevant family related issues. This information will be shared with the parents/carers.

20. PRIVATE FOSTERING

20.1 Most children and young people spend some time away from their home staying with relatives and friends. In cases where children/young people may stay for longer period of time special procedures may apply. If a child or young person is under 16 (or if disabled under 18) and living with a family member or friend for longer than 28 days this is then seen as Private Fostering. This does not have to be continuous; if a child/young person is staying with family members or friends that add up to 28 days or longer in any period of time this may then be seen as Private Fostering. Private Fostering is an arrangement made by the parent with the carer who has agreed to look after the child/young person on their behalf. In some circumstances they may not have agreed or the circumstances of their living arrangements raises health, welfare and safety concerns for the child/young person.

20.2 **Abbott Community Primary School** recognises its responsibilities regarding Private Fostering ensuring staff are fully aware on how to identify a child/young person and the circumstances around Private Fostering. This includes a duty to report any instances to the local Authority if it is believed the child/young person is possibly living in a Private Fostering arrangement. This policy should be read in conjunction with the further guidance from Manchester City Council which can be found at the following web address: http://www.manchester.gov.uk/info/100010/social_services/3281/caring_for_some_one_elses_child

21. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- 21.1 The school follows the government guidance Keeping children safe in education – September 2016 - when dealing with allegations made against staff and volunteers.
- 21.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

22. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

- 22.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 22.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

23. SERIOUS CASE REVIEWS

- 23.1 The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:
 - 23.1.1 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.
 - 23.1.2 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.
 - 23.1.3 Improve inter-agency working to better safeguard and promote the welfare of children and young people.
 - 23.1.4 If required Abbott Community Primary School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

24. VISITORS

- 24.1 All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times.
- 24.2 There are clear guidelines displayed around school, advising visitors of their rights and responsibilities with regards to safeguarding at Abbott.

25. BOOKINGS

- 25.1 Abbott Community Primary School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalize pupils or staff.

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

APPENDIX A: Related Policies

School Policies:

ACPS-002	Online Safety/E-Safety
ACPS-003	Health and Safety
ACPS-004	Physical Interventions/Restraint
ACPS-005	Work Experience and Extended work placements
ACPS-006	Sex and Relationships Education
ACPS-007	Equal Opportunities
ACPS-008	ICT and Access to the Internet
ACPS-009	Extended Schools Activities
ACPS-010	Behaviour Management including fixed and short term exclusions
ACPS-011	Trips and Visits
ACPS-012	Special Educational Needs
ACPS-013	Toileting and Intimate Care
ACPS-014	Disability Discrimination
ACPS-015	Looked After Children
ACPS-016	Anti-bullying
ACPS-017	Administration of Medicines

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

MSCB-001	Managing Allegations and Concerns Against Staff and Volunteers
MSCB-002	Forced Marriage
MSCB-003	Domestic Abuse
MSCB-004	Missing from Home and Care
MSCB-005	Private Fostering
MSCB-006	Child Sexual Exploitation
MSCB-007	Guns and Gangs
MSCB-008	E-Safety Policy
MSCB-009	Safe Staffing and Recruitment
MSCB-010	Channel – advice and information

APPENDIX B: Definitions of Safeguarding

The following definitions are from Working Together to Safeguard Children (2015)

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:

1. Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
2. Protect a child from physical and emotional harm or danger.
3. Ensure adequate supervision (including the use of inadequate caretakers).
4. Ensure access to appropriate medical care or treatment.
5. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX C: A 'Good' Safeguarding School

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

ETHOS AND ENVIRONMENT

1. The school is a place where 'every child matters'.
2. Tolerance, understanding and respect for others are core values of the school.
3. The environment is welcoming and pleasant and all pupils, staff and visitors are greeted appropriately.
4. The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
5. 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.
6. Pupils feel valued and are open and confident in their relationships with staff and one another.
7. Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

1. The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
2. Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
3. 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.
4. MCAF targets are identified in the School Improvement Plan and effective school self-evaluation procedures are in place.
5. Appropriate Policies and Procedures are in place, understood and implemented by all staff.
6. The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
7. All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
8. The school/setting has an identified person who administers medicines.
9. DBS checks are in place and regularly up-dated.
10. Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

1. The progress and attendance of pupils in EOTAS is as carefully tracked and monitored as for other pupils.
2. Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.

3. Vulnerable groups are identified and tracked for progress, attainments and attendance.
4. Effective transition for pupils takes place at all stages.

STAFF TRAINING

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

PUPIL ENGAGEMENT

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

THE CURRICULUM

1. The SEAL programme is effectively implemented by all staff and pupils.
2. 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.
3. The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety, staying safe and building resilience.
4. Staff expectations of pupil's behaviour, attendance and attainment are high.
5. 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.
6. 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

1. There is effective communication between the school staff, outside agencies and parents/carers.
2. Family intervention work is an integral part of the school's support for children and families.
3. 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.

4. The school does not exclude pupils but tries to find alternative ways of supporting them.
5. 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

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