

Varna Community Primary School



Policy and Guidelines Safeguarding & Child Protection

Approved by: Governing Body

Date: November 2021

Next review due by: November 2022

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

on

Safeguarding & Child Protection

SAFEGUARDING POLICY

Karen Livesey	Head teacher – Designated Safeguarding Lead
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Robert Crossley	Assistant Head – Deputy Safeguarding Lead
Sasha Doherty	UKS2 Phase Leader and Deputy Safeguarding Lead
Tom Hindmarsh	Year 2 /Lower KS2 Phase Leader and Deputy Safeguarding Lead
Deborah Cheetham	EYFS Manager, SENDCo and Deputy Safeguarding Lead
Caron Cooper	Family Support Worker and Deputy Safeguarding Lead Attendance
Carol Shaw	Assistant Family Support Worker and Deputy Safeguarding Lead Attendance
Mr Peter Stone	Named Governor for Prevent and Safeguarding

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

At Varna, we have an ethos of it could happen here and staff should not assume someone else will take action.

- Where a concern arises a member of the safeguarding team must be made immediately aware. This is done verbally initially and then a verbatim record of the information is put onto the school Child Protection Online Management systems (CPOMs)
- Follow up any referral with the Safeguarding Team to ensure that concerns have been addressed
- If a staff member believes a child to be a risk from significant harm and there isn't a member of the Safeguarding team available then they must complete a referral form and contact the social care team and make a referral themselves

Flowchart

1. Any concern, disclosure or expression of disclosure made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
2. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

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.
4. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.
 - 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: 0161 245 7171

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

- Where staff believe a child is at immediate risk of harm they MUST –inform a DSL and where no DSL is available phone the Hub and make a referral. All concerns including low-level should be reported to the head teacher unless concerning the head teacher in which case report to the chair of governors, chair of the management committee or proprietor of an independent school
- Manchester LADO (sometimes known as DOLA or LA Designated Officer): 0161 234 1214
- Referral to Children’s Services – 0161 234 5001
- Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
- National Society for the Prevention of Cruelty to Children (NSPCC): 0808 800 5000
- Local Authority (LA) Safeguarding in Education Team: 0161 245 7171
- Manchester LA Designated Officer (formerly LADO): 0161 234 1214.

Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally can be found in the staffroom located at the main notice board. The Whistle Blowing policy can also be obtained from Nicola England, School Business Manager.

NSPCC Whistleblowing Helpline: 0800 028 0285. or email help@nspcc.org.uk

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

Review Date	Changes made	By whom
January 2019	Policy created	Karen Collins
September 2019	Policy to be reviewed	Karen Collins
July 2020 – October 2020	Extension to include Covid procedures and to allow for KCSiE 2020 up date and LA model policy to be provided in Autumn 2020	Karen Livesey
November 2021	Comply with new LA policy/addchanges from KCSiE 2021	Jane Pilling/Caron Cooper

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2018-2019	27 th February 2019	Mr. Peter Stone
2019 – 2020	July 2020	Mr. Peter Stone
2020 - 2021	4 th November 2020	Mr. Peter Stone
2021 – 2022	December 2021	Mr. Peter Stone

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

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APPENDICES:-

Part 1 & Annex A of 'Keeping Children Safe in Education (KCSIE), September 2021 - statutory guidance to be read by staff as determined by the headteacher and Governing Body

- A. Legislation, Statutory Guidance & Ofsted Framework**
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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 and visitors, 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, p 6)

See KCSIE Part 1, Part 5 & Annex B for definitions and further information about:-

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect (1.26-30)
- Channel (Annex B, p134)
- Child Abduction and Community Safety Incidents (Annex B, p124)
- Child Criminal Exploitation (1.33-35, Annex B, p125)
- Child Sexual Exploitation (1.36-39, Annex B, p125)
- Children and the Court System (Annex B, p124)
- Children Missing from Education (Annex B, p124)
- Children with Family Members in Prison (Annex B, p125)
- County Lines (Annex B, p126)
- Cybercrime (Annex B, p127)
- Domestic Abuse (Annex B, p128)
- Early Help (1.61)
- Elective Home Education (2.165-168)
- Homelessness (Annex B p130)
- Mental Health (1.41 -1.44)
- Modern Slavery and the National Referral Mechanism (Annex B, p127)
- Online Safety, including Education at Home (Annex D, p158-160)
- Peer on Peer/Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images (1.46-50, Part 5 & Annex B, p135)

- Prevent Duty (Annex B, p133, Additional support, p142, 143)
- Preventing Radicalisation (Annex B, p132)
- Serious Violence (1.51-52)
- Sexual Violence and Sexual Harassment between children in schools and colleges (Annex B, p136, additional support p144-147)
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing(1.40 & Annex B, p130, 131, 132)
- Upskirting (Annex B, p139)

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.

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

- **protecting children from maltreatment;**
 - **preventing impairment of children's mental health or physical health or development;**
 - **ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and**
 - **taking action to enable all children to have the best outcomes.'**
- (KCSIE, p 6)**

- 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 2018' and 'Keeping Children Safe in Education September 2021' 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)
- 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 D and F)
- 1.4 Our policy complements and supports other relevant school policies (Appendix E).
- 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 including COVID 19.

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 OUR HEADTEACHER

Our Headteacher is fully aware of our role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements. We will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, identifying and responding to their needs, including:-

Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. (KCSiE 2.103)

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, 2.104)

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 and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the online S175 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. He/she has lead responsibility for Child Protection and

Safeguarding and receives 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 have an understanding of our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear in our prospectus.
- Parents are fully aware through an information leaflet provided of relevant safeguarding staff along with protocols to follow should they need support outside of school. This information is also available on the school website.
- The Safeguarding and Child Protection policy is available on our website
- Child friendly information of how to raise a concern/make a disclosure has been developed through review of good practice in other educational establishments and via consultation with pupils and staff through the School Council. This is accessible to all children both within their classroom, in other communal areas of the school and on the school website. Additional information is provided at least termly to children in the form of a bookmark which they use at their home. Taught sessions explain the role of safe adults and which adults/agencies will support them both within and beyond school if they feel unsafe.
- 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 the school has a designated safeguarding email address and the head teacher (or her appointed deputy DSL) are available to attend meetings or address concerns as they occur.
- 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. Through sharing of whistleblowing advice lines around school and regular external supervision.
- Any staff who are carrying out regulated activities 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.
- 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. All visitors to school have to provide evidence of who they are, their role/organization and DBS details. If they have been DBS checked they are provided with a green visitor lanyard. If they are not then they have a red lanyard and are supervised by a member of the

school staff at all times. For any educational activity a risk assessment takes place and is reviewed by a member of the safeguarding team.

2.2 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 2021, 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 the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The Governing Body will ensure that:-

- A named member is identified as the designated governor for Safeguarding and receives appropriate training (P Stone)
- They 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 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. In all classrooms and around school there are posters of the safeguarding team, children have a worry box and there are also daily check-ins for classes
- 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 through governor meetings.
- 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.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff, volunteers and contractors including overseas checks where relevant monitored through the application process and SCR which is updated regularly by the SBM and audited by the Head teacher.
- 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. This is collated by the DSL, all staff access Foundation training through the MSCB and Prevent Duty and FGM annually. Additional context specific training is provided by the DSL e.g. 7 minute briefings, staff INSET
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. This is shared with all staff for review and also governors. It is also reviewed by an external advisor.
- Our governors are able to challenge that online safety and online education duties are fulfilled.

2.3 OUR DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a member of our Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. He/she takes lead responsibility for Early Help, safeguarding and child protection, although some activities may be delegated as appropriate.

The DSL, together with team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- Encourage a culture of listening to children and taking account of their wishes and feeling, and also understand the difficulties some children may have in approaching staff about their circumstances.

- Work closely with the school's lead for mental health.
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, eg through DSL Networks, Safeguarding Newsletters and Circular Letters
- Provide support and training for staff and volunteers staff training is reviewed through feedback and gap task work.
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures, and follow escalation process if necessary. Regular reviews of safeguarding actions through safeguarding team meetings and check-ins with children are monitored and recorded on CPOMS.
- Understand the assessment process for providing early help – all staff have Early Help awareness training with the DSL team having more in depth training.
- Have a working knowledge of how local authorities conduct a child protection case conference and review conference, and be able to attend and contribute to these effectively. Case conference preparation work is done in collaboration and always reviewed by the DSL.
- Refer cases to the Channel programme where is a radicalisation concern or support other staff who have made such referrals.
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice and this is provided by KD Safeguarding Consultancy on a half termly basis.
- Ensure that referrals to the police are timely and appropriate, following the National Police Chiefs' Guidance
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- Create and maintain child protection files and keep them up to date.
- Keep information confidential and store securely with a separate file for each child.
- Help promote educational outcomes for vulnerable children, including those with, or who have had, a social worker, in conjunction with other appropriate colleagues
- Share and transfer safeguarding and child protection information as appropriate. This is requested by the transferring school or if no request is made it is hand delivered and a signed receipt requested.

- Always be available during school/college/setting hours during term-time, and at other times as designated by the Headteacher/Principal/Proprietor. Responsibilities are distributed to DSLs during holiday times.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances. This is done through the support of the Family team and regular updates and through regular surveys.
- Understand the lasting impact that adversity and trauma can have on children and young people through ACES training for all staff.
- Ensure the child protection policy is available publicly and parents/carers are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school/college in this. This can be shared by the office on request or is available on the website. If we have concerns, parents are informed, where appropriate. Parents are asked for consent when referring to any agencies.
- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.

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 2021 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, Signs of Safety, Safe & Together and the ACT model
- Attend training sessions/briefings as required to ensure that they follow relevant policies eg Behaviour Management Policy, physical restraint policy etc
- 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
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- 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, all new staff and regular volunteers will receive appropriate safeguarding information during induction and be made aware of the systems within the school which support safeguarding eg, the Behaviour Policy, Code of Conduct. All staff must ensure that they have read and understood 'Keeping Children Safe in Education: Part One' and all staff working directly with children should also read Annex A. This is completed as part of the start of academic year Safeguarding training – see training log or as part of the Induction Process for staff who join school after this point.

3.2 All staff will receive regular child protection training at least every 2 years 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. We hold regular Safeguarding team meetings and DSL/Phase Leaders are allocated alongside class teachers weekly check-ins and termly monitoring reviews, all information is logged on CPOMS. Training needs analysis done through staff questionnaire through Google Docs.

3.3 All staff must ensure that they have read and understood Keeping Children Safe in Education: Part One/Annex A and/or Annex B. To monitor this we ask staff to read and sign a document that is collated by the SBM.

At the start of the year all staff completed training on updates to KCSiE 2021, there was then a review that all staff completed that was collated online via The Key.

- 3.4 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)
- 3.5 All staff members will receive regular safeguarding and child protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively. This includes termly training and 7 minute briefings within staff meetings regularly throughout the year.
- 3.6 To recognise the expertise built within staff by training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy (KCSiE Part 2, 116)
- 3.7 All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 year.
- 3.8 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.

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. Pupil voice is gathered through School Council e.g. the Children were consulted on the Children's Safeguarding at Varna poster and they wanted the RRS articles referencing

4.2 POOR ATTENDANCE

- 4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. 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 reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people. See separate Attendance policy and procedures.
- 4.2.4 We will follow the Anxiety Based School Avoidance guidance (MCC, updated version May 2021) 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. (MCC)

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. MCC advise that schools should only use AP that 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 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 (October 2019, Updated 2021).
- 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 Early Help, Child in Need or Child Protection, the Early Help Practitioner or Social Worker will be informed.
- 4.4.3 We will work with the Weapon Carrying in Schools and Colleges guidance to assist in decision making around exclusion and other responses to carrying or using weapons in school.
- 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. CPOMs is use to log all pupil monitoring information including for Safeguarding, SEN/D, Behaviour, Mental Health and Wellbeing.

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

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 behavior, 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.

(KCSIE, Part 2, 185)

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

4.5.5. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and the Virtual School.

4.5.6. 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 and clear referral and accountability systems. (KCSIE, Part 2, 169-175)

4.4 PEER ON PEER/CHILD ON CHILD ABUSE

4.6.1 All our staff recognize that children are capable of abusing their peers, including online.

4.6.2 Our Peer on Peer Abuse Policy clearly outlines our procedures and approach to this issue and are summarised below

- The procedures to minimize the risk of peer on peer abuse
- The systems in place for children to confidently report abuse, knowing their concerns will be taken seriously
- How allegations of peer on peer abuse will be recorded, investigated and dealt with

- Processes as to how victims, perpetrators and any other children affected by peer on peer abuse will be supported
- Recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being 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 peer on peer abuse is unacceptable and will be taken seriously
- The different forms peer on peer abuse can take
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2021

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, ideally, co-ordinate a meeting between ourselves, Manchester Elective Home Education Team and other key professionals to ensure the best interests of the child have been considered, 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-role and we understand that a child may 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 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. (Describe lessons which may take place to demonstrate this)

- 4.8.3** 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. (include Guidance in Appendices)

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

5.1 KEEPING RECORDS

All Safeguarding records are stored on a secure Child Protection Online Monitoring system (CPOMs) which restricts access to members of the Safeguarding team. These are review by members of the Safeguarding Leadership team daily and action taken to meet the needs of pupils as they arise are logged on this. We hold CP files for children. Where families have an allocated worked we keep regular contact to ensure that there is good communication.

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 we are informed of the new school. 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
- Take responsibility and ownership of safeguarding procedures should no DSL/DDSL be available

Describe your process, including the names of staff in key roles, recording systems and review process for agreed actions. You will find useful guidance and flowcharts in KCSIE and 'What to do if you're worried a child is being abused'.

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** eg 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 and 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 (KCSiE Part 2, 70)

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 110)

5.6 CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE CHILD/FAMILY, STRATEGY 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. Core groups are planned every 4 weeks, a DSL will always attend the meetings, including during the holidays, if this is not possible, an update will be shared with the team prior to the meetings.

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.

5.6.5 We will discuss and share reports with the parents/carers before the conference as appropriate

5.6.6 All relevant staff will be confident in using the tools which are part of the Signs of Safety 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 The MSP will always undertake a child practice review or serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the SCR is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people

5.8.2. If required we will provide an individual management report for a SCR and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

5.8.3 Our DSL will keep up to date with the findings from SCRs and other learning reviews nationally and in Manchester, share the learning and review our safeguarding procedures if relevant.

6. THE CURRICULUM

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, questions and challenge and to make informed choices in later life.

6.3 Personal Social and Health Education (PSHE), Sex and Relationship Education (SRE), Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.

Following a period of consultation in the academic year 2019-2020 we are now implementing the new SRE curriculum required for April 2021. See separate PSHE curriculum for further details.

6.4 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.

6.5 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. To support this we have regular discussions through daily check-ins, assemblies and small group work as required. We also have a Worry Box and Safe Adult poster displayed in each classroom. Children have a bookmark which outlines their Safe Adults both at home and in school.

6.6 Children are encouraged to contribute to the development of policies primarily through the School Council e.g. Child-friendly anti-bullying policy.

6.7 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. (KCSiE Part 2 119-122)

7 . ONLINE-SAFETY

- 7.1 Online 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 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.
- 7.3 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.
- 7.4 Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in our Mobile Phone Policy but in summary, children drop off phones for the day at the office once they have turned them off if they bring them in for any reason. No mobile phones or personal devices allowed in the classrooms.
- 7.5 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. We have firewalls in place that are regularly monitored by the SBM and if a report is generated, this is investigated.
- 7.6 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.
- 7.7 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. Aspects of online and e-Safety are incorporated into Computing lessons each week following a '7 Minute Briefing' format at an age appropriate level for all children.

- 7.8 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. Staff agree to acceptable use as part of the IT and Acceptable Use Policy and Code of Conduct policies on an annual basis.
- 7.8 We follow the MSP guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website. School are currently completing the 360 Degree Safe Audit and this underpins our work on e-Safety throughout the school.
- 7.9 We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. Our Website provides a range of supportive information to assist in keeping themselves and their families safe. Regular updates are sent home from the Computing lead who keeps up to date on current issues regarding e-safety e.g. new APP guidance or Youtube trends.
- 7.10 We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. Please see Remote Learning Policy.
- 7.11 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 Part 2, 132-135)

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 policies
- 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 to welfare of children
- Our job adverts will make clear that safeguarding checks will be undertaken
- 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
- 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 acknowledge to processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate
- We understand the check which need 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 At least one member of each recruitment panel will have attended safer recruitment training within the past 3 years
 - 8.4 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. External staff's DBS, references and work history are reviewed as part of the induction, we liaise with agencies to see all relevant paperwork, completing the same checks as if these staff were employed by the school.
 - 8.5 The school maintains a single central record of all recruitment checks undertaken.
 - 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 Risk assessments are carried out on all volunteer activities as required.

9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS, 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 jeopardizing 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'
- 9.5 The harms threshold indicates 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 conclusion
- 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 minimizing the risk of abuse
- 9.9 A low level concern is not insignificant – it does not meet the harm threshold
- 9.10 Low level concerns are reported to the headteacher/principal and may also be self-referred
- 9.11 Our Managing Allegations 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. In shared staff areas e.g. toilets/staffroom, whistleblowing procedures are displayed in poster form with all relevant contact details.

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 and will be supervised at all times, if no checks have been obtained. It may be necessary to undertake an assessment of the education value, age appropriateness and content of the visitors' itinerary. All visitors log into school using the Invenry system, this logs an electronic record off anyone entering the building. Visitors are asked to provide an up to date contact number for the purposes of Track and Trace through this system.

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. If visitors have appropriate DBS checks, they are asked to wear a green lanyard when in school, if not they are given a red lanyard and are escorted around the building at all times.

- 10.6 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities. We do not have external agencies using the premises.
- 10.7 When the school/college is let, if services or activities are 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, the school/college governing body or proprietor should 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 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.
- 10.10 We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.
- 10.11 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.
- 10.12 All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- 10.13 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.
- 10.14 We have a Health & Safety policy eg for contacting parents and for reporting to the emergency services, including police and hospitals.