



# Child Protection & Safeguarding Policy

Policy reviewed: May 2023

Next review: May 2024

Link Manager: J Scully, Assistant Headteacher

Governor Committee: Standards & Achievements

## Foreword by Jayne O’Grady - Headteacher

The school’s commitment to safeguarding the welfare of children is our highest priority and we are dedicated to developing and maintaining a ‘culture of vigilance’ to ensure that signs and symptoms of abuse are picked up so that the opportunity for those wishing to cause harm to children is drastically reduced.

## Purpose and principles

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Sale High School has in place for safeguarding and promoting the welfare of its pupils. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2022, and any other relevant UK legislation and government guidance.
- applies at all times when the school is providing services or activities directly under the management of the Sale High School staff.
- is publicly available on the school’s website, and a printed copy can be made available via the school office.

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

- Anti-Bullying Policy
- Behaviour for Learning Policy
- Staff Code of Conduct
- ICT Acceptable use policy
- Staff Acceptable Use of the Internet Policy
- Children missing from Education – part of the Attendance and Punctuality Policy
- Whistle blowing Policy

## Key information

Below is a table of people with specific lead responsibilities around safeguarding.

Graham Luccock	Chair of Governing Body and link governor for safeguarding  Contact Telephone: 0161 973 2713 ext 2405 Contact Email: luccockg@tcg.ac.uk
Jayne O’Grady	Headteacher  Contact Telephone: 0161 973 2713 ext 2500 Contact Email: jogrady@salehighschool.org.uk
James Scully	Designated Safeguarding Lead Designated Teacher for pupils who are looked after Senior Mental Health Lead  Contact Telephone: 0161 973 2713 ext 2503 Contact Email: jsully@salehighschool.org.uk

Adam Cree	Deputy Designated Safeguarding Lead  Contact Telephone: 0161 973 2713 ext 2033  Contact Email: acree@salehighschool.org.uk
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All staff working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team. This person has the appropriate status and authority within the school to carry out the duties of the post.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigations and safeguarding enquiries.

The Designated Safeguarding Lead co-ordinates the school's representation at multi-agency meetings relating to safeguarding to ensure information between agencies is shared effectively and a proportionate and service response that will prompt sustainable change to address the needs of the child and/or family is in place, and that their school works to their commitment in any plans, team around the family or assessment. These meetings include:

- Team around the Family Meetings (Early Help)
- Social Care Strategy Meetings
- Child in Need Meetings
- Initial Child Protection Conferences
- Review Child Protection Conferences

The Designated Safeguarding Lead will also ensure the submission of written reports for relevant multi-agency meetings (relevant meetings named above).

When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding whether or not this should be reported to other agencies as a safeguarding issue, or whether a single agency response would be more appropriate and proportionate (Early Help – Level 2 of the Level of Need).

If the school identifies emerging needs or if emerging needs are identified by other professionals, and/or the family themselves and the school is best placed to provide a single agency response to the presenting need(s), we will do so using the Early Help. We will utilise our internal support network of available pastoral support and document the Early Help provided on our own internal systems such as counselling, family mediation and signposting to appropriate services. This is just for cases that are at Level 2 of the Level of Need<sup>1</sup>.

When engaging other services outside of our school to form part of a Team around the Family, we will utilise Trafford's Early Help Assessment <sup>2</sup>to ensure this is formalised in a consistent way for all agencies involved at that point. Where necessary the school will complete an Early Help Assessment to identify specific needs that require the assistance of other services outside of the school.

<sup>1</sup> The Trafford Strategic Safeguarding Partnership Level of Need is a document that provides a useful guide for professionals to determine what level of service provision is appropriate and proportionate, based on the individual child and family's needs - Level of Need document

<sup>2</sup> Trafford's Early Help Assessment is an assessment of emerging and existing needs of a child and/or their family to ascertain their strengths and development needs, in addition to forming an action plan to manage any risk and to deal effectively with the emerging and/or existing needs to ensure they have the best possible outcome without the need to escalate to statutory services.

Arrangements are in place to ensure that at least one person who is a trained designated safeguarding lead is available when children are taking part in school led activity, this includes before and after school clubs and other extra-curricular activities, both during and out of term time.

If a child is in immediate danger, contact will be made with the police via 999.

If a child is identified as a Child in Need or a child at risk of or being subjected to significant harm, a referral will be made to Trafford Fris Response via the online referral form.

Whilst any professional can make a referral to children's social care, in school we expect all staff where practically possible to always discuss their concerns with the designated safeguarding lead first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency they are expected to feedback to the designated safeguarding lead as soon as practically possible thereafter. All relevant contact details for children's social care are shared with staff via our staff safeguarding notice board, in their induction and in Appendix 4 of this policy.

All verbal conversations that take place regarding safeguarding concerns will promptly be recorded in writing through CPOMS.

Where there is a safeguarding concern the school ensures the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and 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.

### **Covid 19 Pandemic**

The effects of the Covid 19 pandemic have had far reaching consequences, especially on the way that schools function. In light of the way our setting has operated throughout the national lockdown and afterwards, an addendum to our Safeguarding and Child Protection Policy has been applied and will continue to be in place until such time as we return to business as usual. The addendum to the policy was written with regard for the UK Governments 'guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) outbreak'<sup>3</sup>, and can be found in appendix 9 in this document.

Since the pandemic, mental health has been a priority across Greater Manchester. At Sale High School we want to support our children from the day they arrive. We support their mental health through our RSHE curriculum. We also have trained mental health practitioners who offer support in school. We have a senior mental health lead, a wellbeing hub leader, three educational literacy support assistants and two part-time counsellors.

### Creating a Safeguarding Culture

It is important to us at Sale High School that all children feel safe and supported in our setting.

Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in the school to best protect our students, and staff.

All staff are aware of the categories of abuse, which are:



<sup>3</sup> <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse can be found in Appendix 3.

Staff are also made aware of other key safeguarding topics, these are:

Bullying & Cyberbullying	Child Sexual Exploitation	Children with SEN and/or disabilities	Criminal Exploitation 'County Lines'	Contextual	Domestic Abuse	Early Help
Female Genital Mutilation	Gangs & Youth Violence	Image sharing "sexting"	Hate	Mental Health	Child-on-child Abuse	Preventing Radicalisation & Extremism
Private Fostering	Relationship Abuse	Serious Violence	So-called 'honour' -based abuse	Trafficking		

The definitions of the above can be found in the glossary. Information and learning relating to the above topics is shared in school, but staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the 'Staff learning and development' section of this policy.

In addition to the above, Sale High School recognises the significant impact domestic abuse can have on children and young people, therefore we have signed up to Operation Encompass.

Operation Encompass is an agreement between Greater Manchester Police and schools within Trafford. This agreement facilitates the sharing of information relating to low and medium risk domestic incidents at properties where children live or frequent. The process for sharing information through Operation Encompass can be found in Appendix 1.

Child Sexual Exploitation (CSE) is also a key safeguarding topic, which all staff are aware of and report their concerns regarding CSE via the schools normal reporting channels. The definition of child sexual exploitation can be found in the glossary. Signs and symptoms of child sexual exploitation can be found in Appendix 5.

Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/>. The school recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

If a member of staff becomes aware of a private fostering arrangement they will notify the Designated Safeguarding Lead or their deputy as soon as possible. All known or suspected Private Fostering Arrangements will be reported to children's social care in the area where the child resides. Private Fostering is defined in the glossary.

All cases of known or suspected 'Honour-based' violence will be reported via the schools normal channels and the appropriate professional advice sought and external referrals completed.

Incidents of child-on-child abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the school's anti-bullying policy and/or behaviour policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be. The schools Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.

In respect of sexual violence and sexual harassment between children, the school take a proactive approach to prevent such incidents from taking place. We incorporate healthy relationships, people who help us and British values in to our curriculum time in an age appropriate way for the year groups in school. Also from September 2020 we have included Sex and Relationship Education (SRE) in the school timetable, in line with DfE guidance and the national curriculum.

When incidents of sexual violence and sexual harassment occur the school's response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the leading role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required to put a proportionate and supportive package of care in place for those affected.

The school adopts the UK Council for Child Internet Safety guidance 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' in respect of our response to sexting. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in Appendix 6.

All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advise for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in Appendix 3.

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidence. The procedures are set out in the document "Protocol for referring a safeguarding incident".

All information is handled in line with the school's General Data Protection Regulations (GDPR) Policy, which is written in line with HM Government guidance – Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018, and the 7 golden rules for information sharing within that document.

Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children too can play a large part in keeping themselves and their peers safe from abuse and neglect.

An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.

Instances of children who are missing from education are dealt with under the school's children missing from education policy, which sets out the school's approach to tackling this issue, and the steps school will take when a child has poor attendance and/or are regularly missing.

To assist with the above, and other incidents, parents should ensure that the school has at least two up to date emergency contacts for their child/children. This is to ensure school have other means of contacting a key adult, should one be unavailable for any reason.

The school takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (The Prevent Duty), and we have created a culture which embraces the fundamental 'British values'. To ensure compliance with the Prevent Duty, the school:

- Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
- Build resilience and capacity in the students by promoting the fundamental British values and enabling them to voice and challenge views in a safe space

The school understands that children with special educational needs and disabilities can face additional safeguarding challenges, and staff constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties aren't straight away related to the special educational need or disability, and that staff are considering the risk of abuse or neglect just as much.

#### Staff learning and development

Learning about safeguarding is given a high priority at the school. Expertise is extended effectively and internal capacity is built up through performance management. Managers ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site. Staff working at our school maintain an attitude of '**it could happen here**' where safeguarding is concerned, and when concerned about the welfare of a child, staff always act in the **best interests of the child**.

All new staff to the school have a comprehensive induction, this includes reading and understanding:

- Information sharing: advice for practitioners who are providing safeguarding services
- Part one and Annex A of 'Keeping children safe in education 2022'
- School Behaviour Policy
- School Policy for Children Missing from Education
- Staff Code of Conduct
- This Safeguarding & Child Protection Policy
- 'What to do if you're worried a child is being abused' guidance

Designated staff are trained in specialist areas of work, such as:

- Designated Safeguarding Lead
- Designated Teacher for Children Looked After
- Heads of Year have also had specialist training in other areas (such as graded care profiling, domestic abuse, modern slavery).

A variety of learning materials on safeguarding are made available in school to ensure staff continually develop their understanding and practice around safeguarding, these include:

- TSSP Termly Safeguarding in Education Bulletins
- TSSP Multi-Agency Learning and Development Programme
- Leaflets
- Online learning
- Posters in the staff room detailing referral processes and key topics
- Shadowing
- Staff handbook
- Staff induction pack
- Standing agenda item staff meetings
- In-house training
- Video
- NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors

All learning and training is documented as part of the member of staff's personnel file, which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place. A blank copy of this form can be found in Appendix 7.

Safeguarding is always re-visited at least on an annual basis in staff performance management sessions, to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.

All staff should know what to do if a child tells them he/she/they are being abused, exploited or neglected including child-on-child abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

All training events are offered out to all volunteers working in school and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.

As and when required, other external agencies may be consulted to assist with staff learning and development.

#### Safer Recruitment

Senior managers and the governing body ensure that stringent recruitment and vetting procedures are in place for staff and other adults, and that nobody commences work unless all necessary checks are complete to a satisfactory level. The same rigour is applied when appointing volunteers.

Checks undertaken include:

Enhanced Criminal Records Bureau Check	Barred List Check (if working regulated activity before DBS certificate is available)
Two professional references	Establish confirmation of physical and mental fitness for the role
Identity confirmation	Confirmation of right to work in the UK
Qualification check	Confirmation of professional registration (if appropriate)
Staff suitability declaration (if appropriate)	Prohibition from teaching check (only if employed as a teacher)
Overseas police checks (if appropriate) follow the right government guidance following the UK's exit from the European Union <a href="#">Government website</a>	Prohibition from teaching check

A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the school's single central record (SCR). Supporting evidence for recruitment checks is included in the staff member's personnel file.



All of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position working in the school (paid or unpaid) will have completed safer recruitment training. This is renewed when appropriate.

Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and for the need of confidentiality.

All contracts with supply agencies are specific about what checks need to be complete before any individual commences work at the school, and that they will be expected to present identification upon arrival.

More information can be found in Appendix 2 relating to when a barred list check would be carried out.

References will always be sought before confirming a person's appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

#### Managing allegations against professionals who work with children

An allegation is any information which indicates an adult who works with children and young people under 18 (paid or voluntary staff) may have:

- Behaved in a way that has or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in such a way that indicates they would pose a risk of harm if they worked regularly or closely with a child.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff has contact with in their personal or professional life.

All staff are reminded of the school's Whistleblowing Policy, which can be found in the school handbook.

Allegations regarding members of staff at Sale High School must be reported immediately to the headteacher, or in their absence the deputy headteacher.

Any allegations concerning the headteacher should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.

Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day. Contact details for the LADO for Trafford can be found in Appendix 4.

Initial discussions with the LADO will consider the nature of the allegation and next steps.

Whilst the setting does not directly employ supply staff, we will ensure allegations are dealt with properly. In no circumstances will our setting decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing Body will discuss with the agency as to whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The setting will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

The Managing Allegation policy sets out the procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. Or where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults,
- satisfied the harm test in relation to children and/or vulnerable adults; or
- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. The DBS will consider whether to bar the person.

Where a school or sixth form college teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Following any substantiated cases against members of staff, there will be a review and considerations of 'lessons learnt' with the aim of making improvements in procedures and practices to prevent similar events occurring.

### **Controlling access to school premises**

Schools can bar someone from the premises if they feel that their behaviour poses a risk to staff or pupils. It's enough for a member of staff or a pupil to feel threatened.

The school should tell an individual that they've been barred or they intend to bar them, in writing. Letters should usually be signed by the headteacher, though in some cases the local authority may wish to write instead. The individual must be allowed to present their side.

A school can either:

- bar them temporally, until the individual has had the opportunity to formally present their side; or
- tell them they intend to bar them and invite them to present their side by a set deadline.

After the individual's side has been heard, the school can decide whether to continue with barring them. The decision will be reviewed within a reasonable time, decided by the school.

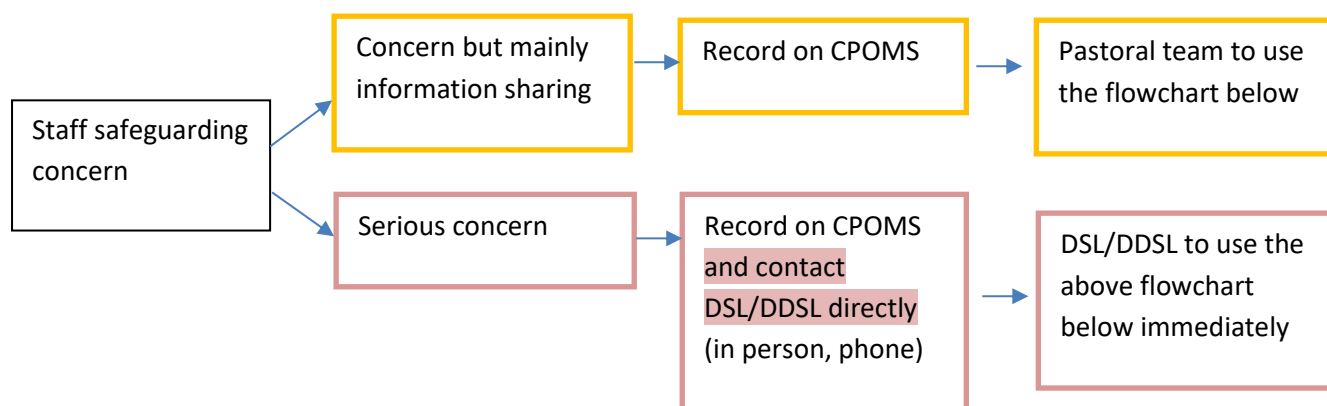
The Department for Education (DfE) does not get involved in individual cases.

We don't knowingly allow any person on to school grounds who:

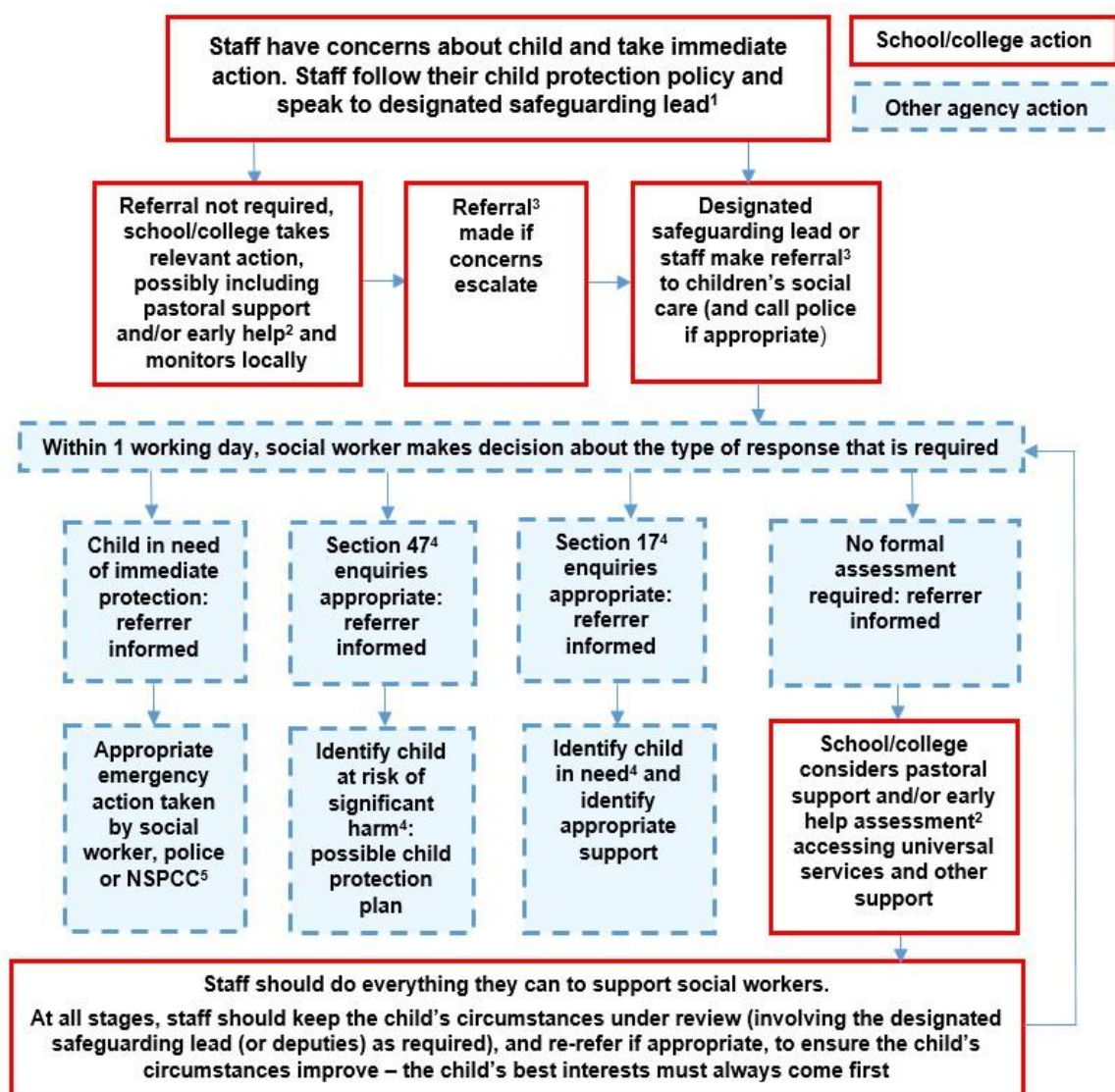
- is a convicted sex offender, subject to the notification requirements of the Sexual Offences Act 2003; or
- is subject to a Risk of Sexual Harm Order, Sexual Risk Order or Child Abduction Notice.

If you don't disclose relevant information relating to the above about yourself, and it later becomes known to us, we reserve the right to require that you leave the school site.

## School/college staff action for Sale High School:



## Actions where there are concerns about a child



## Glossary

A Child	A person who has not yet reached their 18 <sup>th</sup> birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> <li>• repeated</li> <li>• intended to hurt someone either physically or emotionally</li> <li>• often aimed at certain groups, for example because of race, religion, gender or sexual orientation</li> </ul>
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: <ul style="list-style-type: none"> <li>• psychological</li> <li>• physical</li> <li>• sexual</li> <li>• financial</li> <li>• emotional</li> </ul>
Early Help	Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.

Emotional Abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
Female Genital Mutilation (FGM)	<p>Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.</p>
Gangs & Youth Violence	<p>Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>
Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> <li>• disability</li> <li>• race</li> <li>• religion</li> <li>• transgender identity</li> <li>• sexual orientation.</li> </ul>
Honour-based violence	<p>Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.</p>
<a href="#">Mental Health</a>	<p>Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include:</p> <ul style="list-style-type: none"> <li>• Emotional state (fearful, withdrawn, low self-esteem)</li> <li>• Behaviour (aggressive or oppositional; habitual body rocking)</li> <li>• Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an</li> </ul>

	appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).
Modern Slavery	Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.
Neglect	<p>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. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> <li>• Protect a child from physical and emotional harm or danger.</li> <li>• Ensure adequate supervision (including the use of inadequate care-givers).</li> <li>• Ensure access to appropriate medical care or treatment.</li> <li>• It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</li> </ul>
Operation Encompass	Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website
Child-on-child Abuse (formerly peer-on-peer abuse)	Children can abuse other children (often referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a

	‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> <li>• protecting children from maltreatment;</li> <li>• preventing impairment of children’s health or development;</li> <li>• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable all children to have the best outcomes.</li> </ul>
Serious Violence	<p>The word ‘gang’ means different things in different contexts, the government in their paper ‘Safeguarding children and young people who may be affected by gang activity’ distinguishes between peer groups, street gangs and organised criminal gangs.</p> <ul style="list-style-type: none"> <li>• <b>Peer group</b> A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.</li> <li>• <b>Street gang</b> “Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group’s identity.”</li> <li>• <b>Organised criminal gangs</b> “A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their ‘occupation.’”</li> </ul> <p>It’s not illegal for a young person to be in a gang – there are different types of ‘gang’ and not every ‘gang’ is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.</p>
Sexting	<p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.</p> <p>They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse</p>

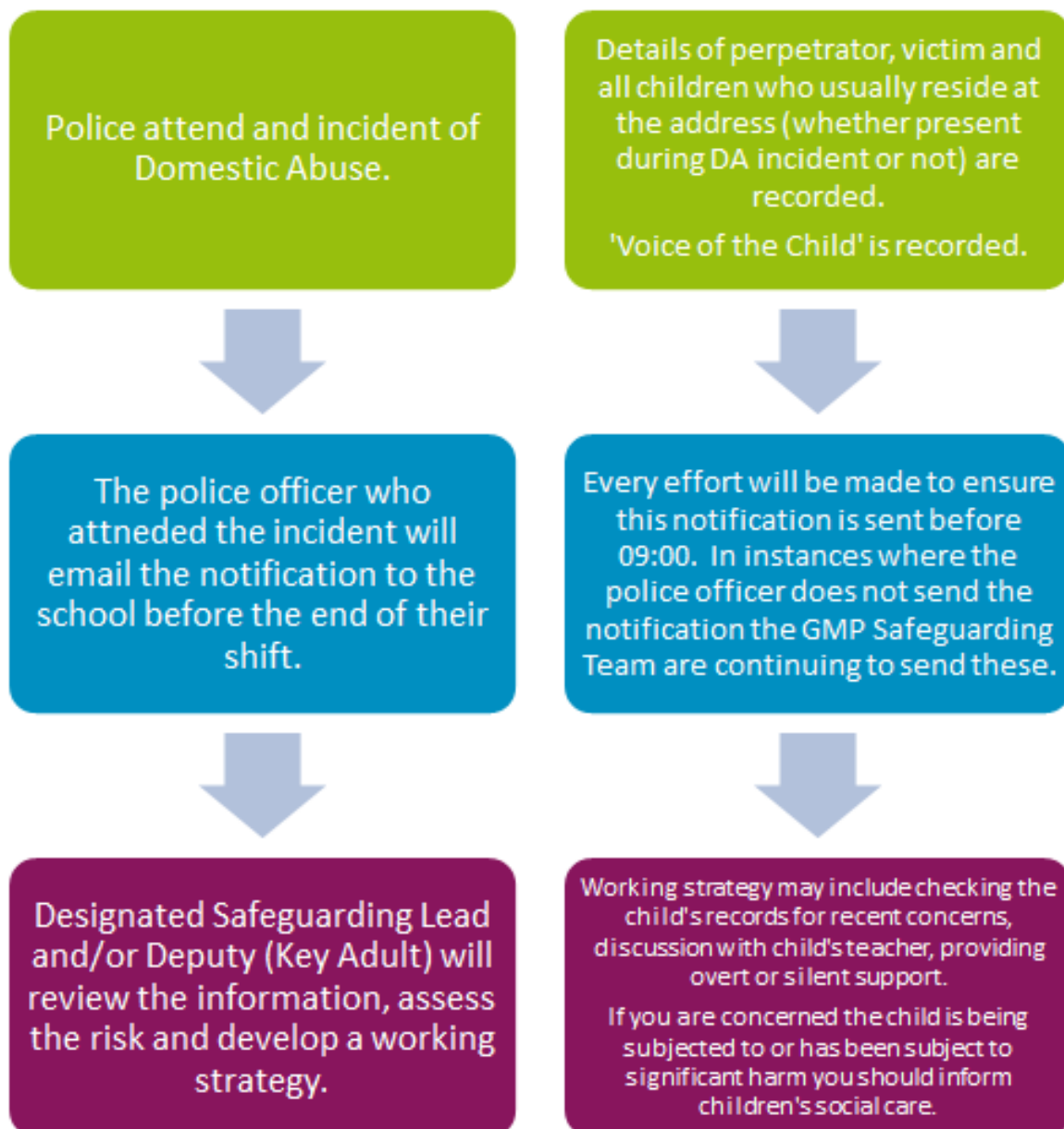
	(including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children
Sexual harassment between children	When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone.
Sexual violence between children	When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 <sup>4</sup> . Sexual violence offences include: rape, assault by penetration and sexual assault.
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

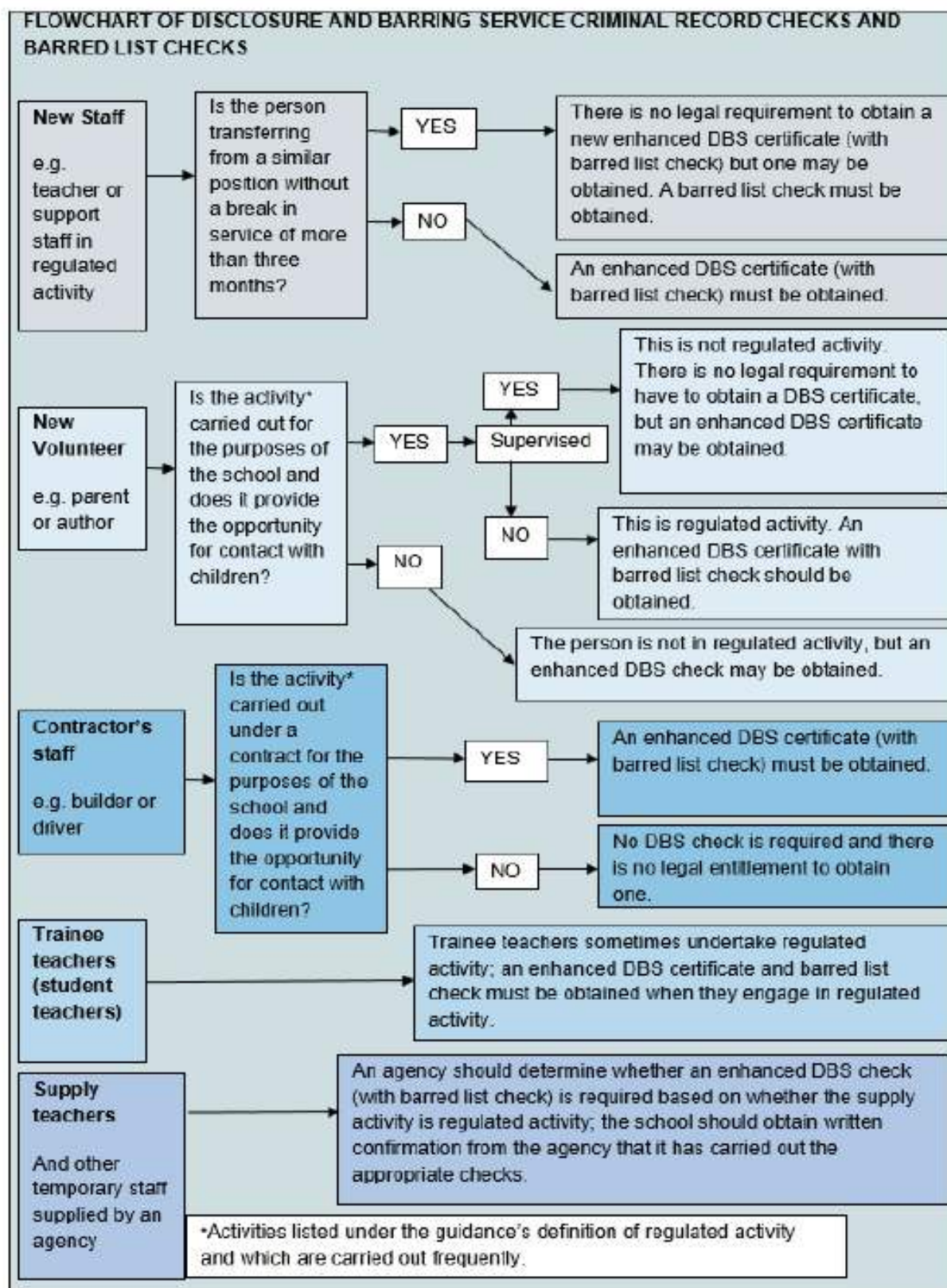
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<sup>4</sup> [Legislation.gov](http://legislation.gov)



## Operation Encompass Process





Appendix 3 – HM Government guidance - What to do if you're worried a child is being abuse – Advice for practitioners

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Appendix 4 – Contact details

Trafford Children's First Response 0161 912 5125 <a href="mailto:firstresponse@trafford.gov.uk">firstresponse@trafford.gov.uk</a>	Local Authority Designated Officer (LADO) 0161 912 5125 <a href="mailto:firstresponse@trafford.gov.uk">firstresponse@trafford.gov.uk</a>
Trafford Strategic Safeguarding Partnership 0161 912 8687 <a href="mailto:TSSP@trafford.gov.uk">TSSP@trafford.gov.uk</a>	<u>Police</u> Non-emergency – 101 Emergency - 999
Social Care Out of Hours Emergency Duty Team 0161 912 2020	
NW Counter-Terrorism Unit Channel Team 0161 856 6362 <a href="mailto:channel.project@gmp.police.uk">channel.project@gmp.police.uk</a>	

Appendix 5 - Department for Education – Child sexual exploitation – Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

Appendix 6 – UK Council for Child Internet Safety guidance – Sexting in schools and colleges: Responding to incidents and safeguarding young people - 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

## Staff Safeguarding Checklist

Name:		Job Title:	
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**I have read and understood:**

Policy , Statement, Document	Initials
DfE - Keeping children safe in education 2018 (Part One)	
HM Government - Working Together to Safeguard Children - 2018	
HM Government - What to do if you are worried a child is being abused: Advice for practitioners	
Declaration of Interests ( <i>Form Completed</i> )	
Staff Handbook	
Safeguarding Policy	
Child Protection Policy	
Behaviour and Anti-Bullying Policy	
Professional Code of Conduct	
Online Safety Policy (& signed Acceptable Usage)	
Whistle Blowing Policy	
School Guidance on Drop Off and Collection/Walking to School	
School Trips (and Risk Assessment) Procedures	
Health and Safety Policy	

Please continue onto next page

Knowledge	Initials
I know who the Designated Safeguard Lead (DSL) and Deputy (DDSL) are.	
I know how to report a Safeguarding concern.	
I have been assigned a CPOM login AND understand that all safeguarding concerns should be logged as soon as possible.	
I agree to read the NSPCC updates and Trafford Termly Safeguarding Updates..	
I understand that I can make a referral directly to Trafford First Response (0161 912 5125).	
I know how to access the policies and procedures contained within the Trafford Strategic Safeguarding Board website and the GM Safeguarding Children Procedures Manual.	
I understand the term 'safeguarding', as defined in Keeping Children Safe in Education 2018 (KCSIE) and Working Together to Safeguard Children 2018.	
I have had training on (and understand) the Trafford threshold of Need Guidance.	
I understand the steps I would take if I was concerned about a member of staffs behaviour (including the headteacher) – outlined in the Whistleblowing Policy.	

Internal Training/Orientation Completed	Dates
Safeguarding – Level One	
PREVENT	
FGM	
External or Online Training	Dates
Prevent Certificate	
FGM Certificate	

<b>Signed:</b>		<b>Date:</b>	
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Appendix 8 – Trafford Strategic Safeguarding Partnership Level of Need

Level		Description: At this level the child or family...	What Needs to happen next?	Assessment Required Referral Process
Universal	Level 1	...is thriving without requirement for additional support and all needs are being met by universal services, for example Health Visitor, School Nurse, Dentist or School.	Ensure that all families are aware of the Family Information Service and are registered with Education and Training providers, Health Services and Community Groups.	Use of Trafford Directory
Early Help / Prevention	Level 2	...may require or would benefit from additional input or support from an agency/agencies.	When a child begins to display emerging needs requiring additional support, services already working with the child should support the family by undertaking an assessment and develop an Outcome Plan. This will identify support from within the local community or a specific intervention.	Assessment required for example Early Help Assessment. Referral Form for specific agency
Intensive Family Support	Level 3	...are experiencing multiple and/or complex needs. The family is struggling to effect change without the support and intervention of services. There is a need for a greater level of support including regular home visits.	If a child or family's issues are more complex and cannot be managed within the community and the family consent, additional support can be sourced through Intensive Family Support. This would include support in the home, pulling in multi-agency partners who are, or need to be, involved with the child and family in order to achieve a positive outcome	Early Help Assessment; which will be required when referring for Intensive Family Support.
Child In Need	Level 4	...is unlikely to achieve or maintain a reasonable standard of health or development without the provision of services. The child's health or development is likely to be significantly impaired, or further impaired without the provision of additional services; or the child is disabled.	As the child and family's issues continue to escalate or if interventions are not working and it is felt that the needs cannot be met without the intervention of social care.  There should be a sound record of interventions and support offered previously by services to highlight why social intervention is required.	Child and Family Assessment. Referring agency to complete referral.
Child Protection	Level 5	...is at risk of or suffering significant harm and is in need of help and protection. Has a high level of unmet and complex needs requiring statutory interventions.	These children require immediate social care intervention to ensure continued safety and positive development and to prevent significant harm. This may lead to them becoming subject to a Multi-Agency Child Protection (CP) Plan or becoming Looked After. Any child subject to a CP Plan or Looked After will have social care intervention already in place.	Child and Family Assessment. Referring agency to complete referral.

# COVID-19 Appendix to TSSP Model Safeguarding and Child Protection Policy for Schools

Version 6-4-20



## Introduction

COVID-19 (commonly known as Coronavirus) has presented a huge challenge nationally to the normal running of education and child care provision. On 23<sup>rd</sup> March 2020 all schools in the United Kingdom were closed on the advice of the UK Government to help delay the spread of the Coronavirus, and that they were only to remain open for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Education and child care settings are also expected to remain open to those children who are identified as vulnerable<sup>5</sup> and their needs cannot be catered for at home, or they need to attend the education/child care setting as it is a safe place.

This appendix has been prepared to explain key changes and interim measures being taken within our setting to continue to meet our safeguarding requirements during these extraordinary times.

## Status of this document

This is an appendix to the main body of our Safeguarding and Child Protection Policy and will be effective from insert date until the setting returns to business as usual, following the COVID-19 pandemic.

It has been formally agreed and signed off by **Jayne O'Grady (Headteacher)**

Any questions about the contents of this document should be directed to:

Name: **James Scully** Job Title: **DSL** Email: **[jscully@salehighschool.org.uk](mailto:jscully@salehighschool.org.uk)**  
Telephone: **0161 973 2713 (ext 2503)**

## Designated Safeguarding Lead (DSL) arrangements

It is vital that while our setting remains open a suitably trained DSL is available for consultation and advice.

The optimal scenario for our setting and one we will strive to achieve is to have a trained DSL or deputy available on site. Due to staff self-isolating, social-distancing or being physically unavailable for other reasons, it is recognised this may not always be possible, and where this is the case there are two options we will implement, the first being the preferred and second a backup option:

1. A trained DSL or deputy from the setting will be available to be contacted via phone or online video i.e. skype, if they are working off site
2. Sharing trained DSLs or deputies within the cluster we have been allocated until our own trained DSL can return to work or be available.

Where a trained DSL or deputy is not on site, in addition to one of the above options, the setting will have a senior leader who will take responsibility for co-ordinating safeguarding on site. This person will update and manage access to child protection files, liaise with the offsite DSL (or deputy) and as required liaise with

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<sup>5</sup> Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

children's social workers where they require access to children in need and/or to carry out statutory assessments at the setting.

Our DSL, deputy DSL and others with designated roles are identified in the main body of our Safeguarding and Child Protection Policy. In the event one of the above scenarios is implemented and the DSL changes, this will be communicated to staff by **email**.

### Contacting Trafford Children's First Response

Making referrals into Trafford Children's First Response will continue as usual, with referrals being made via the online referral form, and telephone consultations taking place when advice is required. Where possible the referral will be made by the DSL, however if the DSL is not available in person the senior leader who is co-ordinating safeguarding on site may be required to make the referral on behalf of the DSL after getting advice from a suitably DSL.

- Online Referral Form – [www.trafford.gov.uk/firstresponse](http://www.trafford.gov.uk/firstresponse)
- Telephone – 0161 912 5125
- Email – [FirstResponse@trafford.gov.uk](mailto:FirstResponse@trafford.gov.uk)

### Contacting the Local Authority Designated Officer (LADO)

In the instance a referral to the LADO is necessary this will be actioned by the **Headteacher or DSL** within 1 working day of the allegation coming to light. Should they not be available then **DDSL** will make the referral.

Contact methods for the LADO will remain the same with all LADO referrals being made via the online referral form. Consultation by phone may be necessary in which case this will be done via Trafford Children's First Response (contact details above).

- Online Referral Form - <https://trafford-framework.egovhub.net/ALLEGATIONOFPROFESSIONALABUSE/launch>
- Email – [LADO@trafford.gov.uk](mailto:LADO@trafford.gov.uk)

### Attendance of Vulnerable Children

While school is closed to the general school population the children of key workers and those who are vulnerable may still need to attend school because they require a safe place, or their needs cannot be properly catered for at home. The attendance information for vulnerable children will be reported to the local authority on a daily basis. The method for doing this is **through the daily returns to your relevant Liaison Officer**.

Vulnerable children may not be attending school for other reasons including self-isolation, social-distancing or for another reason, these will be monitored by the setting and contact with the child and their family will be maintained via **twice weekly** phone calls. When phone calls are not answered and contact cannot be established with a family, the setting will take the following measures:

1. If the child has an allocated social worker, they will be contacted to alert them about this and complete a home visit
2. A home visit will be completed by a member of the pastoral team
3. If there is serious concern for the welfare of a child then police will be contacted on 101 or if the child is believed to be in immediate danger then 999

The Vulnerable Children's Daily Log Attendance sheet will be completed and sent to Trafford Children's First Response by email.



## Children of concern who do not meet the 'vulnerable' definition

The setting also has students about whom there are concerns, however they do not have a social worker or an Education, Health and Care (EHC) Plan so do not meet the criteria of a 'vulnerable' child. With these children the setting still feels that contact should be maintained to ensure safety and welfare can be monitored as best as practically possible.

**These students are to be called by the pastoral team twice weekly and the procedures for no contact above will be followed.**

## All other Children

While the setting is closed to the general student population the setting still have a duty to keep them safe, including online. The following measures have been implemented to ensure that contact with children is maintained and setting staff can maintain oversight of their welfare as best as practically possible.

- This contact will be maintained through the child's form tutor
- The tutor should make contact with each student in their form once per week. This can be done through:
  - o Telephoning parents. Where there is no reply twice in a row, this should be reported to the pastoral team
  - o Sending a message through SMHW (and receiving a reply)
  - o Possibly using secure webchat applications such as Zoom to maintain contact with groups of students at the same time

If staff have any concerns about children they will follow the standard reporting procedure outlined in the main body of our Safeguarding and Child Protection Policy.

## Staff Training

When the setting is open for the children or key workers or vulnerable children it will be staffed appropriately and all staff will satisfy the training requirements of 'Keeping children safe in education, September 2019<sup>6</sup>', in that they will have had copies of the following policies and had them explained to them how they operate in the setting:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- Safeguarding response to Children who go missing from education
- Role of the DSL (including the identity of the DSL and any their deputy/deputies)
- Part one and Annex A of Keeping children safe in education, September 2019.

In addition to the above all staff will have received appropriate safeguarding and child protection training. Further to this, all staff receive regular safeguarding updates, this is done in the following ways:

- Staff meetings
- Appraisal
- Staff information board in staff room
- Email bulletins
- Newsletters
- TSSP Safeguarding in Education Newsletter

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<sup>6</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> - Department for Education statutory guidance for schools and colleges on safeguarding children and safer recruitment.

## **Allegations against Adults working with Children**

Any staff member who works in the setting will be aware of the process for sharing concerns about colleagues or other adults who works with children in regulated activity. In our setting they will report these concerns directly to the **Headteacher or DSL** as soon as practically possible, ideally face to face, however during challenging times that may not always be possible, and a telephone call is also acceptable.

It is made clear to staff in training, induction and in our Whistleblowing Policy that they should not consult or speak of the concern/allegation with other parties, without the expressed permission of the **Headteacher** so as not to damage the integrity of any potential investigation, nor tarnish the reputation of colleagues prior to any due process.

## **Appendix 10 Trafford Children Social Care Protocol of Assessment**

[https://www.proceduresonline.com/trafford/cs/chapters/p\\_assessment.html](https://www.proceduresonline.com/trafford/cs/chapters/p_assessment.html)

## **Appendix 11 Trafford Multi- Agency Safeguarding Arrangements**

[TSSB-multiagency-arrangements \(traffordsafeguardingpartnership.org.uk\)](https://traffordsafeguardingpartnership.org.uk/TSSB-multiagency-arrangements)