



Barton Clough Primary School

BRIGHT FUTURES EDUCATIONAL TRUST

Safeguarding and Child Protection Policy

Date	Review Date	Coordinator	Nominated Governors
Sept 2021	Sept 2022	Jessica Bennion	Sue Smith

Foreword by Simon Beswick, Executive Headteacher

The school is committed to safeguarding and the welfare of our children and families is our highest priority. Barton Clough works hard to develop and maintain a 'culture of vigilance' to ensure that signs and symptoms of abuse are picked up, thus the opportunity for those wishing to cause harm to children is drastically reduced.

Class teachers and all senior leaders in each Key Stage will get to know all their pupils and take responsibility for their welfare and progress in school.

Our highly trained Family Well-being Advisor, Mrs Jen Gribbon, works closely with pupils and families when further support may be required.

Purpose

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Barton Clough Primary School have in place for safeguarding and promoting the welfare of its pupils/students. 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.

Principles

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2021, Review of Sexual Abuse in Schools and Colleges (Ofsted) (2021) Domestic Abuse Act (2021) 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 Barton Clough staff.
- is publically available on the schools 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:

- BFET Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Attendance Policy
- Behaviour Management Policy
- Staff Code of Conduct
- IT/Online Safety Policy
- Whistle blowing Policy
- Children missing from Education Policy

Key information

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

Sue Smith	Chair of Governing Body Contact Telephone: 0161 748 7539 Contact Email: admin@bcps.bfet.uk
Eve Butler	Nominated Governor for Safeguarding Contact Telephone: 0161 748 7539 Contact Email: admin@bcps.bfet.uk
Simon Beswick	Executive Headteacher and Designated Safeguarding Lead Contact Telephone: 0161 748 7539 Contact Email: sbeswick@bcps.bfet.uk
Jessica Bennion	Deputy Designated Safeguarding Lead (DDSL) Contact Telephone: 0161 748 7539 Contact Email: jbennion@bcps.bfet.uk
Jennifer Gribbon	Deputy Designated Safeguarding Lead and Family Well-being Advisor Contact Telephone: 0161 748 7539 Contact Email: jgribbon@bcsp.bfet.uk

Useful organisations and resources (national):

- CHILDLINE: 0800 1111 – free confidential helpline for children and young adults
- NSPCC: 0800 800 5000 – free 24 hour national helpline for information and confidential advice about all types of problems
- Barnardo's: 020 8550 8822 – works to transform the lives of vulnerable children and young people
- Kidscape: 020 8830 3300 - produces leaflets and booklets on bullying and runs a helpline
- LGBT Foundation: 0345 330 30 30 – runs a helpline to support people who identify as lesbian, gay, bi-sexual and trans-gender
- National Domestic Violence: 0808 200 0247 – Free 24 hour helpline. Gives information on housing, welfare, health and legal rights, refers women and children to refuges, makes referrals to temporary emergency accommodation and helps to get support from the police

- Stonewall: helpline 0800 050 2020 working for equality for LGBT people
- ThinkuKnow: A CEOP programme that helps with online safety thinkuknow.co.uk
- UK Safer Internet Centre: 0844 381 4772 e-safety helpline for professionals working with children
- Young Minds: helpline: 0808 802 5544 support for people with concerns about the mental health of a young person
- Alliance for Learning collated resources in relation to COVID 19 responses, including mental and physical health and well-being and bereavement: <http://allianceforlearning.co.uk/covid-19/>
- KOOOTH: online mental health and well-being resources for young people: <https://www.kooth.com/>
- 'Keeping our children safe: raising awareness in black and minority ethnic communities' NSPCC (2017) Resources and online training to support equality and diversity in safeguarding: <https://learning.nspcc.org.uk/research-resources/2017/keeping-our-children-safe>

COVID 19

A supplement to this policy was published in April 2020 that addresses the specific safeguarding challenges associated with the COVID 19 pandemic and the 'lockdown'/school closure circumstances. This supplementary guidance remains in force until such time as the COVID 19 strategies nationally are stepped down. The guidance may be particularly relevant should schools need to implement partial or full closures from September 2021, or if children (especially those deemed 'vulnerable' do not return to full time, on site school provision from September 2021. Further updates were provided in Spring 2021.

- **FREEDOM TO SPEAK OUT:** The safety of children and young people is paramount. Any staff concerns about the safeguarding actions taken by the DSL or DDSL should be taken, in the first instance, to the Principal/Head of School. Any staff concerns regarding safeguarding actions taken by the Principal should, in the first instance, be taken to the Director of HR and Strategy of the Trust who will liaise with the CEO. As a last resort staff should call the NSPCC Whistle-blowing Helpline: 0800 028 0285.
- **REPORTING A CONCERN:** Whilst there may be specific referral routes for different forms of abuse (detailed in school policies), the principle in all cases is 'see something, say something, do something'. If a child discloses potential abuse, this **MUST** be reported to the DSL/DDSL or, in a genuine emergency, to the police. Imminent risk of significant harm means that a child is in danger at that moment and to do nothing would result in actual harm.

**Is it an emergency?
Is the child at imminent risk of significant harm?**

YES

Contact the police on 999/social care

Notify the DSL straight away and follow up with all documentation as soon as possible

DSL continues to liaise / monitor and follow up strategy meetings etc

NO

Notify DSL/DDSL by the end of the day and pass on all information to the DSL within 24 hours using appropriate documentation

DSL decides on referral / action to statutory services / seeks advice

DSL continues to liaise / monitor and follow up strategy meetings etc

Aims

To ensure that the safety, protection and well-being of all students is paramount.

To ensure that **all staff** and approved volunteers work safely, understand and act upon their responsibilities to keep children safe.

To ensure that all students, regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection, recognising the potential for particular vulnerabilities amongst certain groups where stereotyping might prevent the recognition of signs of abuse.

To ensure that children know that there are trusted adults in school whom they can approach if they have concerns or feel unsafe.

To ensure students and staff involved in child protection issues will receive appropriate support.

To provide all staff with the information and framework necessary to enable them to meet their statutory responsibilities in relation to safeguarding students.

To ensure consistently good safeguarding practice across all schools in the Trust.

To demonstrate publicly the Trust's commitment to the safeguarding of children and the promotion of safe working practices.

To ensure that all staff remain vigilant to the risks of all forms of harm and abuse, including radicalisation, modern slavery, honour based violence and female genital mutilation and that virtual/digital contexts are equal in significance to any other places where abuse could occur.

To promote good multi-agency working to prevent and respond appropriately to cases of harm and abuse.

To ensure that all those responsible for governance within the Trust are aware of their duties and responsibilities with regard to safeguarding and discharge them appropriately.

Guidance on dealing with disclosures

It is important that Barton Clough is a place where children, young people, staff, parents/carers and the communities feel able and confident and supported to speak up if they – or someone they know - are suffering or at risk from abuse or if they are aware of inappropriate behaviours. We aim to create and nurture a culture of openness, acceptance and support. We accept with humility that no matter how good our vigilance, relationships, systems, policies and processes there remains a risk that incidents of abuse may be happening without our knowing.

When dealing with a disclosure, staff should stay calm, be reassuring and not press for information. It's important not to appear shocked or disapproving of what you hear and to listen carefully. Reassure victims that they are being taken seriously and that they will be supported and kept safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report.

It is important that staff know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation (see below)

Staff should be aware that one presenting issue may not be the 'whole story' as safeguarding issues overlap. For example, a child disclosing sexual or physical abuse may be involved in criminal exploitation.

All concerns and details should be reported as soon as possible to the DSL/DDSL.

A written concern form is required as soon as possible after the conversation. This should be a factual record using the child's own words (as far as possible). The date and time of writing the report should be added.

It is the responsibility of the DSL/DDSL to make a decision on what action should be taken in response to a concern.

Procedures

Any pupil seeking help with a problem must be reassured and their concerns taken seriously.

Any member of staff who suspects a pupil may be the victim of abuse must immediately inform the Designated Safeguarding Lead (DSL) or the Deputy DSL, and record using the school's electronic system, CPOMS.

When a pupil makes a disclosure of actual or potential abuse to a member of staff, the adult will remain calm and supportive and explain that anything that's said will also have to be shared with the DSL/DDSL.

DSL/DDSLs and their support staff will work to ensure there is appropriate support for the pupil, any family members involved.

The Head will be informed when a safeguarding referral has been made.

When a child is identified as having suffered harm or abuse or is at risk, a plan of support will be put in place.

Confidentiality must be maintained and the DSL/DDSL will work with all appropriate agencies adhering to the 'Seven Golden Rules of Information Sharing' (2015): necessary, proportionate, relevant, adequate, accurate, timely and secure. The DSL/DDSL should liaise with the three safeguarding partners (local authority, police, clinical commissioning group) and other agencies as appropriate. The National Police Chiefs' Council has issued guidance for schools on when to call the police – if a child is at imminent risk of significant harm, the police should be called immediately. (NPCC guidance) Advice on the maintenance and sharing of information, including case 'files' is given in Annex C of KCSIE (2021).

When a child is identified as having suffered harm or abuse or is at risk, a plan of support will be put in place.

If children's social care teams are contacted, the DSL/DDSL will inform the family stating that there is a concern and that social care are involved, unless social care advise that this is NOT appropriate.

Early help

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).

Children who might benefit from early help include those with health conditions (including mental health needs), those with a family member in prison or impacted by parents/carers who are involved in criminal offences and those at risk of so-called honour based violence (e.g. female genital mutilation or forced marriage). Those persistently absent – including for part of the day – may also benefit from early help.

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 under the banner of Early Help.

We have a dedicated Family Wellbeing Advisor, Jennifer Gribbon, who supports families at this level. This is just for cases that are at Level 2 of the Level of Need¹.

When engaging other services outside of our school to form part of a Team around the Family, we will utilise Trafford's Early Help Assessment² 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.

Creating a Safeguarding Culture

It is important to us at Barton Clough Primary 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:



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 and in our BFET Safeguarding Policy. Staff are also made aware of other key safeguarding topics that, these are:

¹ 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 - <https://www.traffordsafeguardingpartnership.org.uk/Docs/Safeguarding-children-young-people/Levels-of-Need-document.pdf>

² 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.

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	Peer on Peer Abuse	Preventing Radicalisation & Extremism
Private Fostering	Relationship Abuse	Serious Violence	So-called 'honour'-based abuse	Trafficking		

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.

1. Additional to the above, the school recognises the significant impact domestic abuse can have on children and young people, therefore we have signed up to Operation Encompass.
2. Operation Encompass is an agreement between Greater Manchester Police and schools within Trafford. This agreement facilitates the sharing of information relating to domestic incidents where children live or frequent. A flowchart explaining the process for sharing information through Operation Encompass can be found in Appendix 1.
3. Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - [NSPCC website](#). The school recognises and adheres to its mandatory duty³ to report any suspected or known cases of FGM about a female under 18 years old to the police.
4. 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.
5. All cases of known or suspected 'Honour-based' Abuse will be reported via the schools normal channels and the appropriate professional advice sought and external referrals completed.
6. All staff recognise that children are capable of abusing their peers (including online). Incidents of peer-on-peer abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools Peer on Peer abuse 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.

³ Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

7. In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. We incorporate healthy relationships, people who help us, British values etc. in to our curriculum time in an age appropriate way for the year groups in school, and with consideration that a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children. Also from September 2021 we have included Relationship Education in the school timetable, in line with DfE guidance and the national curriculum.
8. When incidents of sexual violence and sexual harassment occur the schools response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement and 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.
9. 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.
10. All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in Appendix 3.
11. 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 confidentially. If a concern arises all staff, volunteers and visitors must:
Speak to the Designated Safeguarding Lead (Mr S Beswick) or the person who acts in their absence (Miss J Bennion) immediately.
Agree with this person what action should be taken, by whom and when it will be reviewed.
Record the concern using CPOMS or a copy of the school's Safeguarding Reporting form, making sure this is signed and dated. All concerns about a child or young person should be reported without delay.
12. All information is handled in accordance with the school's Information Sharing/Management Policy, which is written in line with HM Government guidance – 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018', and the 7 principles of information sharing within that document.
13. Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect.
14. 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.
15. Instances of children who are missing from education are dealt with under the schools children missing from education policy, which sets out the schools approach to

tackling this issue, and the steps school will take when a child has poor attendance and/or are regularly missing.

16. To assist with the above and other incidents, the school will request two emergency contacts for each child to ensure school have other means of contacting a key adult, should one be unavailable for any reason.
17. 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:
18. Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
19. 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
20. The school understands that children with 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.

Domestic Violence

Additional to the above, Barton Clough 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 domestic incidents where children live or frequent. A flowchart explaining the process for sharing information through Operation Encompass can be found in Appendix 1.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

Types of domestic abuse include:

intimate partner violence

abuse by family members

teenage relationship abuse

child/adolescent to parent violence and abuse

All staff should report any concerns regarding domestic abuse using our normal reporting channels.

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' Abuse will be reported via the schools normal channels and the appropriate professional advice sought and external referrals completed.

Peer-on-Peer/child on child Abuse: sexual violence and sexual harassment between children

Incidents of peer-on-peer abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools anti-bullying policy and/or behaviour 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.

Children may be harmed by other children or young people and there will be occasions when a pupil may exhibit sexual violence and/or harassment. Research suggests that up to thirty per cent of child sexual abuse is committed by someone under the age of 18. Evidence suggests that girls, children with SEND and LGBTQ+ children are at greater risk. The management of children with sexually harmful behaviour is complex and all schools within the Trust will work with other relevant agencies to maintain the safety of their whole school community. Children who display such behaviour may be victims of abuse themselves and the child protection procedures should be followed for alleged victims and perpetrators. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to their DSL/DDSL as soon as possible.

'Upskirting' is now a **criminal offence** under the Voyeurism (Offences) Act 2019 and is defined as: typically when a photograph is taken under a person's clothing without their permission, for sexual gratification or to cause the victim humiliation, distress or alarm

In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. We incorporate healthy relationships, people who help us, and British values into our curriculum time in an age appropriate way for the year groups in school. Also from September 2021 we have included

Relationship Education, in the school timetable, in line with National Curriculum requirements.

During 2021, Ofsted conducted a review into sexual abuse in schools and colleges at the request of the DfE. The Review was conducted in the context of widespread disclosures of such abuse made via the 'Everyone's Invited' website. The findings and recommendations of the Review are embedded in Keeping Children Safe...(2021) and, therefore, throughout this policy. A central message from Ofsted's review is that we must never believe that sexual abuse between students 'couldn't happen here'. Indeed, we should assume that there is a likelihood that the prevalence of abuse between young people is something we underestimate and our policies and practices should be based on the assumption that abuse between students is happening in our settings. Moreover, we should be alert to the fact that abuse happens in a range of contexts – formal and informal settings in school, beyond school sites and in 'virtual'/digital contexts. Our preventative and reactive policies and procedures need to recognise this. More information on can be found in our E-Safety Policy.

When incidents of sexual violence and sexual harassment occur the schools response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement and 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.

Cybercrime (eg 'hacking', spreading of malware)

Cybercrime broadly refers to criminality performed using computer and digital technology. The crime may happen offline but be enabled by the use of technology or may occur online. Where children and young people are involved in this kind of activity there are the same safeguarding concerns that would exist in relation to involvement in any other form of criminality. Annex B of KCSIE (2021) details the typical forms that cybercrime can take and potential signposting that can be made to support children and families.

Children may become caught up in cybercrime inadvertently through, for example, forums that exist around gaming but which use the attraction of a game to lure young people in and groom them. More details of how we keep children safe online can be found in our E-Safety Policy.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by:

parents or other family members

by people known but not related to the victim (such as neighbours, friends and acquaintances)

by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence it is

important they are given practical advice on how to keep themselves safe. Lessons should focus on building children's confidence and awareness rather than simply warning them about 'strangers'.

County Lines', serious violent crime and criminal exploitation

Criminal exploitation is sometimes referred to as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs or engage in other forms of criminal activity. Gang activity may involve children of different genders although their activities may be different.

Often, these children are seen as criminals. Criminal gangs deliberately target vulnerable children – those who are homeless, living in care homes or trapped in poverty. These children are unsafe, unloved, or unable to cope, and the gangs take advantage of this.

Typical signs of potential involvement can be found in our BFET Child Protection and Safeguarding Policy.

All information is handled in accordance with the school's Information Sharing/Management Policy, which is written in line with HM Government guidance – 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018', and the 7 principles of information sharing within that document.

Curriculum

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

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

All children have access to a broad, balanced, rich, relevant and appropriate curriculum, differentiated to meet their needs. This curriculum has emotional literacy at its heart, with a strong emphasis on PSHCE and emotional wellbeing. This enables our children to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life. Our Curriculum is inclusive and provides opportunity for exploring and developing British Values, Characteristics of Effective Learning.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.

Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Instances of children who are missing from education are dealt with under the schools children missing from education policy, which sets out the schools 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, the school will request two emergency contacts for each child 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

1. All new staff to the school have a comprehensive induction, this includes reading and understanding:
 - i. Information sharing: advice for practitioners who are providing safeguarding services
 - ii. Part one and Annex A of 'Keeping children safe in education 2021'
 - iii. School Behaviour Policy
 - iv. School Policy for Children Missing from Education
 - v. Staff Code of Conduct
 - vi. This Safeguarding & Child Protection Policy
 - vii. 'What to do if you're worried a child is being abused' guidance
 - viii. The role of the designated safeguarding lead
 - ix. Trafford's Early Help process
2. Designated staff are trained in specialist areas of work, such as:
 - i. Designated Safeguarding Lead
 - ii. Mental Health Champion
 - iii. Domestic Abuse Champion etc.
 - iv. Designated Teacher for Looked After Children

3. 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:
 - i. TSSP Termly Safeguarding in Education Bulletins
 - ii. TSSP Multi-Agency Learning and Development Programme
 - iii. TSSP Bulletin
 - iv. Leaflets
 - v. Mentoring
 - vi. Online learning
 - vii. Posters in the staff room detailing referral processes and key topics
 - viii. Shadowing
 - ix. Staff handbook
 - x. Staff induction pack
 - xi. Standing agenda item staff meetings
 - xii. In-house training
 - xiii. Video
 - xiv. Workbooks
 - xv. NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors
4. 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.
5. 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.
6. All staff should know what to do if a child tells them he/she/they are being abused, exploited or neglected including peer on peer 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.
7. 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.
8. All staff should be aware that children can abuse other children (often referred to as peer on peer 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 peer on peer abuse and know how to identify it and respond to reports.
9. 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 peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

10. 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.
11. As and when required, other external agencies may be consulted to assist with staff learning and development.

Safer Recruitment

12. 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)

13. A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the schools single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file.
14. Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate.
15. Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and the need to treat information confidentially.
16. All contracts with supply agencies are specific about what checks and evidence is needed to be completed before any individual commences work at the school, and that they will be expected to present identification upon arrival.
17. More information can be found in Appendix 2 relating to when a barred list check would be carried out.
18. 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

19. All concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors are dealt with in line with the school's Managing Allegations Policy.
20. An allegation is any information which indicates an adult who works with children and young people under 18 (paid or voluntary staff) may have:
 - i. Behaved in a way that has harmed a child, or may have harmed a child;
 - ii. Possibly committed a criminal offence against or related to a child;
 - iii. Behaved towards a child or children in such a way that indicates he or she may pose a risk of harm to children; or
 - iv. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
21. This applies to any child the member of staff has contact with in their personal or professional life.
22. All staff are reminded of the schools Whistleblowing Policy, which may be found on the schools staff drive.
23. The NSPCC whistleblowing details are at Appendix 4.
24. Allegations regarding members of staff at the school must be reported immediately to the headteacher, or in their absence the assistant headteacher. The designated safeguarding lead will talk through your concerns even though you may feel uncomfortable doing this in relation to a colleague. In addition if you feel you may be at risk of an allegation then self-report the issue as you may find yourself in a difficult situation.
25. 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.
26. 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.
27. Initial discussions with the LADO will consider the nature of the allegation and next steps.
28. 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.
29. 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.
30. 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).

31. 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:
- i. engaged in relevant conduct in relation to children and/or adults,
 - ii. satisfied the harm test in relation to children and/or vulnerable adults; or
 - iii. 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.

Glossary

Term	Meaning
A Child	A person who has not yet reached their 18 th 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"> • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
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.

Term	Meaning
	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.
County Lines	County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
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	<p>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:</p> <ul style="list-style-type: none"> • psychological • physical • sexual • financial • emotional
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</p>

Term	Meaning
	corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Female Genital Mutilation (FGM)	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.
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"> • disability • race • religion • transgender identity • sexual orientation.
Honour-based violence	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.
Image Sharing "sexting"	<p>Sexting is when someone shares consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.⁴</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
Mental Health	<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"> • Emotional state (fearful, withdrawn, low self-esteem)

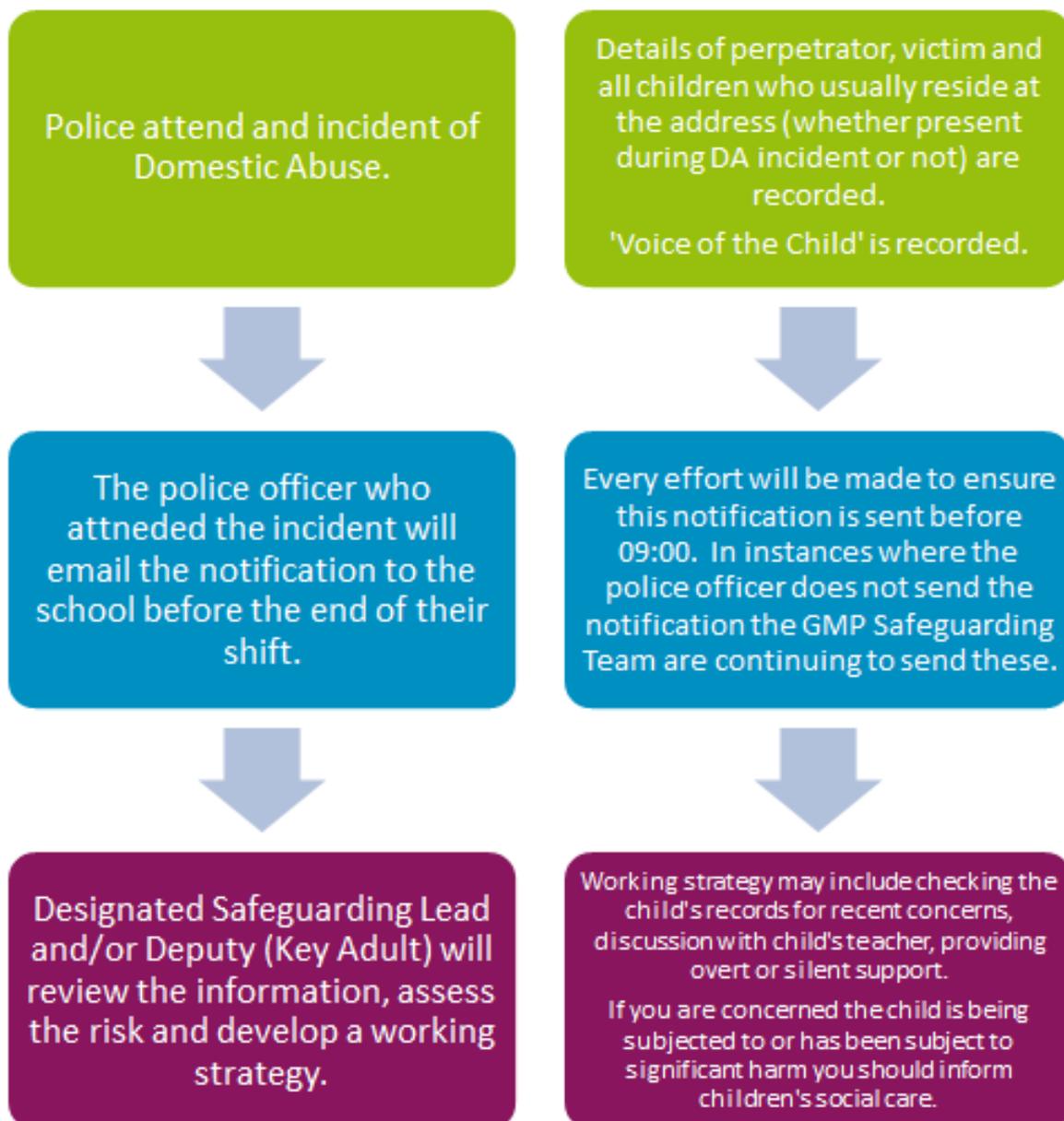
⁴ Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos

Term	Meaning
	<ul style="list-style-type: none"> • Behaviour (aggressive or oppositional; habitual body rocking) • 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 appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).
Modern Slavery	<p>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.</p>
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"> • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Operation Encompass	<p>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</p>
Peer on Peer Abuse	<p>Children can abuse other children (often referred to as peer on peer 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 peer on peer 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</p>

Term	Meaning
	<p>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</p>
Physical Abuse	<p>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.</p>
Private Fostering	<p>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.)</p>
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	<p>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.</p>
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children's 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.
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"> • Peer group A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context. • Street gang "Groups of young people who see themselves (and are seen by

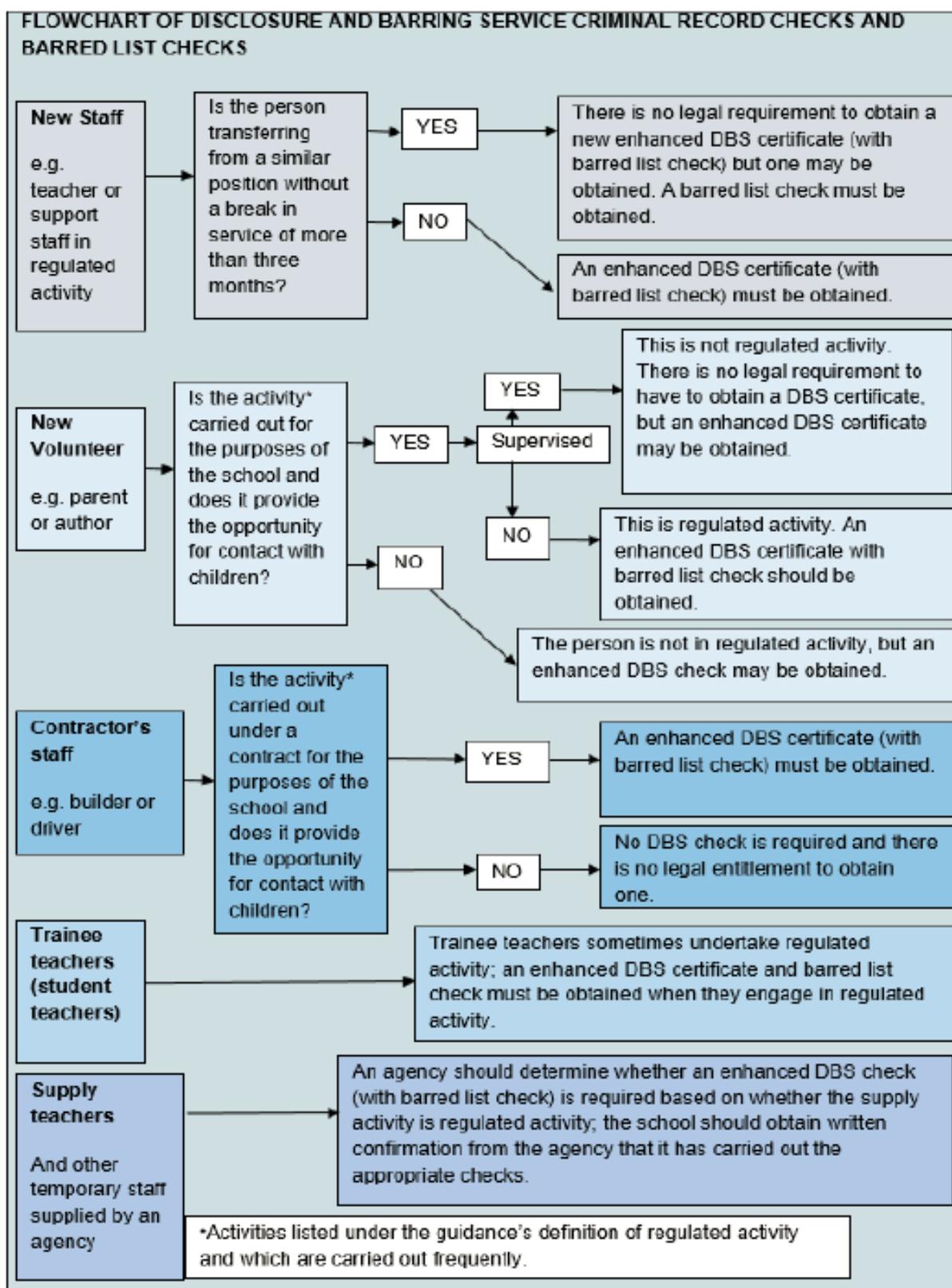
Term	Meaning
	<p>others) as a discernible group for whom crime and violence is integral to the group's identity.”</p> <ul style="list-style-type: none"> • Organised criminal gangs “A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation.” <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>
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 (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</p>
Sexual harassment between children	<p>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.</p>
Sexual violence between children	<p>When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003⁵.</p> <p>Sexual violence offences include: rape, assault by penetration and sexual assault.</p>
Trafficking	<p>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.</p>

Operation Encompass Process



Appendix 2

DfE flowchart on DBS checks and barred list checks



Taken from DfE statutory guidance *Keeping children safe in education*, September 2019

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 FirstResponse@trafford.gov.uk	Local Authority Designated Officer (LADO) 0161 912 5125 FirstResponse@trafford.gov.uk
Trafford Strategic Safeguarding Partnership 0161 912 8687 TSSP@trafford.gov.uk	<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 channel.project@gmp.police.uk	

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)

Appendix 7

Staff Safeguarding Checklist



Staff Safeguarding
Checklist v2.docx

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.

Appendix 9

COVID 19 Measures



Updated
Safeguarding Policy C