



Acre Hall Primary School

Child Protection & Safeguarding Policy

Policy Version			
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1.9.18	1.7	Revised in light of the changes made in the publication of Keeping Children safe in Education-(September 2018) and local authority policy – Approval sought at LGB meeting 6.11.18	Mrs A White

This policy will be reviewed every 12 months or in light of a change to local and Government legislation.

Updates and guidance

This policy has also been amended to include advice for practitioners updated by the DfE as follows:

Statutory framework for the early years foundation stage (from 3rd April), DfE (March 2017)

Working together to safeguard children, DfE (2018)

Child Sexual exploitation: definition and guide for practitioners, DfE (Feb 2017)

Keeping children safe in Education, DfE (September 2018)

Children missing in education, DfE (September 2016)

Revised PREVENT duty guidance, DfE (March 2016)

What to do if you're worried a child is being abused, DfE (March 2015)

Information Sharing: Advice for practitioners, DfE (March 2015)

The Dunham Trust believes it makes a significant contribution in transforming children's life chances. Our aim and commitment is to transform schools into sustainable learning academy communities.

"We aim to ensure that, for everyone involved, excellence and equity become and remain a reality"

"They come this way only once so we should litter their pathways with quality experiences"

We believe that we are able to help our academies and their young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a pathway to succeed that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for 'Improvement' are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

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Introduction

This policy has been developed to ensure that all adults in **Acre Hall Primary School** are working together to safeguard and promote the welfare of children and young people.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare. This policy applies to all School staff, Directors of The Trust, Local Governors, visitors, volunteers, parents and pupils. Everyone who comes into contact with children and their families has a role to play.

The Head of School, or in their absence, the authorised member of staff; the Deputy Head of School, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

This policy brings together the School's approach to Child Protection and Safeguarding. Child protection is the protection of children from violence, exploitation, abuse and neglect. School's child protection responses are functional and designed to protect a child in immediate danger and outline the procedures that will take place in order to Safeguard pupils. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- 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;
- taking action to enable all children to have the best outcomes.

Ofsted has defined the term 'safeguarding pupils' as:

'The process of protecting pupils from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables pupils to have optimum life chances and enter adulthood successfully.'

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities

and functions of **Acre Hall Primary School**. This policy complements and supports other relevant school policies.

Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015' (updated 2018), **Acre Hall Primary School** will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

Ethos

Acre Hall Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

The Continuum of Needs and Response and the Early Help Assessment is embedded into everyday practice and procedures when responding to children's need. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school have a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and Trafford Safeguarding Children Board's procedures.

Key information

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

David Vanstone	Chair of Governing Body Contact Telephone: 0161 748 4356 Contact Email: admin@acrehall.trafford.sch.uk
Thomas Horner	Nominated Governor for Safeguarding Contact Telephone: 0161 748 4356 Contact Email: admin@acrehall.trafford.sch.uk
Ashlea White	Head of School Contact Telephone: 0161 748 4356 Contact Email: admin@acrehall.trafford.sch.uk
Ashlea White	Designated Safeguarding Lead Contact Telephone: 0161 748 4356 Contact Email: admin@acrehall.trafford.sch.uk
Annie Yeates	Deputy Designated Safeguarding Lead Contact Telephone: 0161 748 4356 Contact Email: admin@acrehall.trafford.sch.uk

All adults 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.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at Child Protection Conferences and any other relevant meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead(DSL), they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue.

Arrangements are in place to ensure that at least one of the DSL trained persons in school is available when children are taking part in school led activity, this includes before and after school clubs and other extra-curricular activities on the school site. Our school sports coach has also attended DSL training. Wherever possible the DSL or DDSL will accompany residential visits. If that is not possible then a means of contacting the DSL or DDSL at all times during the day or night will be established. For 'off site' sporting events or other daytime educational visits the DSL or DDSL will always be available by telephone and can travel to the event/location if necessary.

If a child is in immediate danger or is at risk of harm, a referral will be made to Trafford Council's Multi-Agency Referral & Assessment Team/MARAT (children's social care) and/or the police immediately. Anyone can make a referral. Contact details for MARAT can be found in Appendix 4.

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

Creating a Safeguarding Culture

It is important to us at Acre Hall 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.

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. Staff are also made aware of other key safeguarding topics additional to the above, Acre Hall Primary 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 a system which facilitates the sharing of information relating to domestic incidents 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 DSL or their deputy as soon as possible, the DSL will then fulfil their mandatory reporting duty to all instances of Private Fostering to the local authority. 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 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 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, it will

be. The schools DSL will consult MARAT 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. 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 confidentiality. These are:

Bullying & Cyberbullying	Child Sexual Exploitation	Children with SEN and/or disabilities	Contextual Safeguarding
Criminal Exploitation <i>'County Lines'</i>	Domestic Abuse	Early Help	Female Genital Mutilation
Gangs & Youth Violence	Hate	Peer on Peer Abuse	Preventing Radicalisation & Extremism
Private Fostering	Relationship Abuse	Sexting	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.

Staff should be given as much information as necessary in order to help the pupil concerned. In general, this will mean that, where a pupil is on the Child Protection register, or where there are concerns about a pupil, the member of staff chosen by the

pupil to provide support will be kept informed. It may be appropriate in some cases to inform other staff, giving few details but raising general awareness that there are issues that may affect a pupil's behaviour and level of achievement at that time. Records will be kept separate to main pupil files and submitted using the online CPOMS system. If an adult making a record, does not have access to the online system appendices 8 and 9 will be used.

In the event of a pupil causing concern transferring to another school, the school will:

- Find out the name of the receiving school
- Contact the relevant member of staff at that school to discuss the transfer;
- Send all information relating to the pupil to the receiving school (separate to the main pupil file)
- Check with the receiving school that the pupil has actually arrived there on the expected day
- Inform all of the relevant agencies of the transfer.

In the event of a pupil causing concern transferring to a school within The Trust, the school will make immediate contact with the previous school and request to speak to the DSL or DDSL.

Acre Hall Primary School uses CPOMS (Child Protection Online Monitoring System) for recording all safeguarding and child protection information. Written records produced prior to school's use of CPOMS have been saved and a summary of these scanned to each pupil's CPOMS record to ensure continuity of information.

Each pupil in school has their own section on CPOMS although the system has the capacity to link information to siblings. Teaching staff have individual log ins to the system. All staff know that if they have any information about a child that gives them reason to suspect abuse of any form has occurred, they must inform the DSL immediately. They will be asked to explain their concerns and these will be recorded in writing and added to the CPOMS system. Referral forms to MARAT etc will also be saved on the CPOMS system as will meeting minutes, written records of phone calls and conversations with other professionals and parents.

The CPOMS system allows alerts to be sent to the DSL to indicate a teacher has added information to a pupil's record on CPOMS. Staff are instructed that these alerts can be for pastoral concerns or medical information but any child protection information must first be discussed with the DSL prior to any entries on CPOMS. This ensures that child protection/safeguarding concerns are dealt with promptly and immediate action taken if appropriate.

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made MARAT or any other agency.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk or if it is believed that doing so would jeopardise a police investigation. In such cases the Designated Safeguarding Lead will seek advice from MARAT.

All information is handled in line with HM Government guidance – Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018.

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

Acre Hall Primary School has identified a group of 6 Key Stage 2 pupils who have been trained as ‘Safeguarding Ambassadors’ and give out information about safeguarding in assemblies and class talks. The information covers what pupils can do if they are worried and how they can keep themselves safe.

The ‘Safeguarding Ambassadors’ are taught that if they are concerned about another pupil, they must approach a member of staff immediately. Pupils are taught that the ‘Safeguarding Ambassadors’ are not in place of school staff and can not deal with allegations of abuse.

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.

This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Pupils will be taught preventative approaches through the curriculum, in PSHE, Citizenship and Circle Time and in assemblies about different kinds of child abuse and neglect, equipping them with the skills they need to help them stay safe. The most appropriate approach is skills-based, set alongside a knowledge component, with an emphasis on helping pupils to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

Child safeguarding will be interwoven with many aspects of the existing curriculum. It can help pupils to:

- Promote their understanding of relationships, the interaction between relationships and the key concepts
- Increase self-esteem and awareness
- Make judgements and solve problems
- Be assertive
- Recognise, accept and express feelings
- Explore the nature of trust
- Identify ‘safe’ adults within personal safety networks
- Take decisions and accept responsibility for self and others

- Be self-reliant and independent

The school will encourage pupils to feel safe and to talk about their feelings, thereby:

- Reducing isolation in the emotions they experience
- Relieving tension by enabling pupils to talk and be listened to
- Providing an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
- Allowing pupils to perceive situations more clearly for planning an action or change
- Making pupils feel protected by a culture which actively promotes a ‘listening environment’

All pupils need to know what to do in case someone tries to harm them. Knowing that when pupils are abused or harmed, the abuse or harm may be perpetrated by someone they know; teaching pupils to avoid dangerous situations and to recognise inappropriate touching and comments can encourage them to trust their own judgement and to feel safer, more aware and confident.

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. The school has clear systems in place for children to share any concerns or worries they may have via means other than telling an adult, for example worry boxes, peer support and SEALs resources.

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, parents should ensure that the school has at least two up to date emergency contacts for their child/children. This is to ensure school has other means of contacting a key adult.

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 are to 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 Acre Hall Primary School. Expertise is extended effectively and internal capacity is built up. Managers ensure that staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site.

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 2018’
- 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
- Mental Health Champion
- Domestic Abuse Champion etc.
- Designated Teacher for Looked After Children

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:

- Leaflets
- Mentoring
- Online learning
- Posters in the staff room detailing referral processes and key topics

- Shadowing
- Staff handbook
- Staff induction pack
- Standing agenda item staff meetings
- Regular emails giving safeguarding advice or information
- Training
- Video
- Workbooks
- NSPCC (monthly) and Andrew Hall/KD Safeguarding (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 and 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 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.

Acre Hall Primary has a strong working partnership with Trafford Strategic Safeguarding Board, which assists us in making sure that all of our learning and development activity is in line with statutory guidance, and other local guidance. As and when required, other external agencies or specialist consultants may be utilised 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. KCSIE Sep 2018 guidance is used.

Checks undertaken include:

- Enhanced Criminal Records Bureau Check
- Two professional references
- Barred List Check (if working regulated activity)
- Overseas police checks (if appropriate)

- Identity confirmation
- Qualification check
- Staff suitability declaration (if appropriate)
- Establish confirmation of physical and mental fitness for the role
- Confirmation of right to work in the UK
- Confirmation of professional registration (if appropriate)
- Prohibition from teaching check (only if employed as a teacher)

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.

Many 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 be trained in safer recruitment.

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

All staff are reminded of the schools Whistleblowing Policy, which may be found on the school staff share system and in the policies folder in the staff room.

Safeguarding or child protection allegations about members of staff must be reported immediately to the Head of School , or in their absence the deputy Head of School Allegations concerning the Head of School should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.

These concerns will be discussed with the Local Authority Designated Officer (LADO) immediately. 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 the course of action.

Glossary

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. 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"> • psychological • physical • sexual • financial • emotional
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
Emotional Abuse	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. 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.
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.
Neglect	Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing

	<p>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.
Peer on Peer Abuse	Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.
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	<ul style="list-style-type: none"> • protecting children from maltreatment;

promoting the welfare of children	<ul style="list-style-type: none"> • 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.
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 (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>
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>

Appendix 1 – Operation Encompass Flowchart

Operation Encompass Process

Police attend an incident of Domestic Abuse.
Police Protection Investigation Unit (PPIU) document is created and action set to Operation Encompass Coordinator.

Details of perpetrator, victim and all children who usually reside at the address (whether present during DA incident or not) are recorded.
'Voice of the Child' is recorded.



The next school day Operation Encompass Coordinator will send a notification email to the school and follow this up with a telephone call.

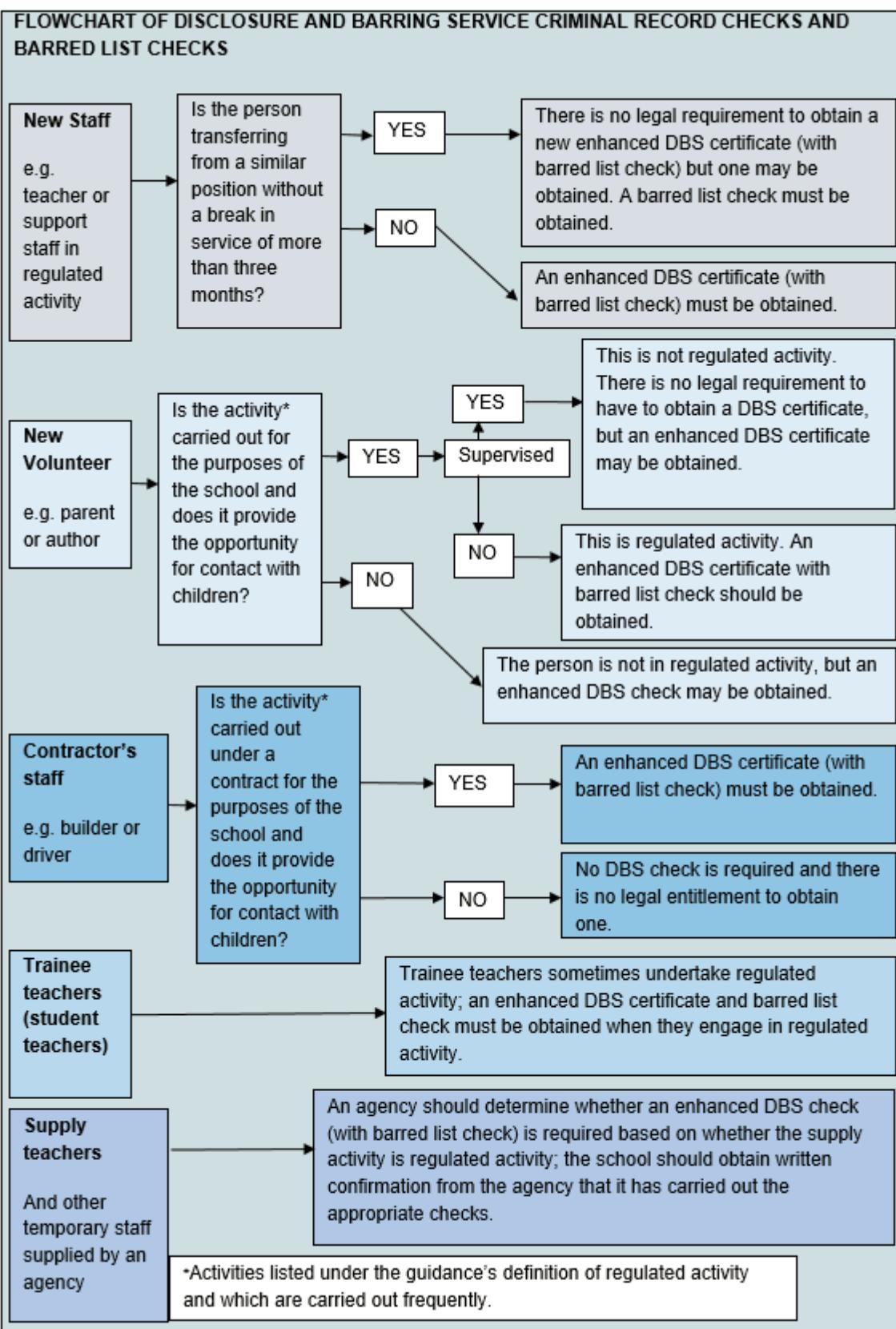
Emails will be sent securely.
Operation Encompass Coordinator will attempt to send relevant notification to the school before 9am (12pm at the latest).



Headteacher/Safeguarding Lead/Deputy Safeguarding Lead will review information, assess the risk and develop a working strategy.

Working Strategy may include checking child's records for recent concerns, discussing with child's teacher/tutor and providing overt or silent support.
If there are CP concerns then MARAT should be contacted.

Appendix 2 – DfE flowchart on DBS checks and barred list checks



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

Appendix 4 – Contact details

Multi-Agency Referral & Assessment Team (MARAT) – Children’s Social Care 0161 912 5125 marat@trafford.gov.uk	Local Authority Designated Officer (LADO) Anita Hopkins 0161 912 5125 marat@trafford.gov.uk
Trafford Strategic Safeguarding Board 0161 912 8687 TSSB@trafford.gov.uk	Police Non-emergency – 101 Emergency - 999
Out of Hours Emergency Duty Team Social Care 0161 912 2020	Jonathan King Specialist Education Practitioner (MARAT) 0161 912 5010
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

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

Appendix 7 – Staff Safeguarding Checklist



Staff Safeguarding
Checklist.docx

Appendix 8 – form for reporting child protection information if not using CPOMS

Logging a Concern About a Pupil's Safety and Welfare

Pupil's Name: d.o.b.

Date: Time:

Member of Staff logging concern: (please print)

Position:

Note the reason(s) for recording the concern.

Record the following factually:

Use the Body Map overleaf if useful

Use dates and times if known

Who?

What?

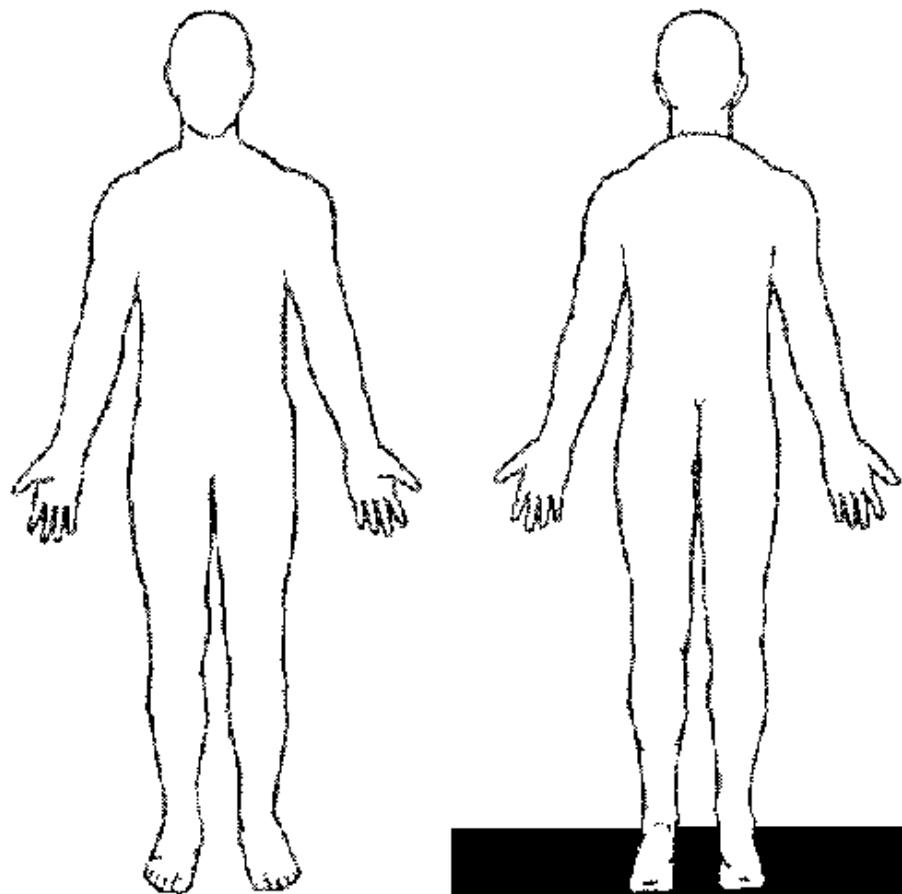
Where?

When?

Note action taken, including names of anyone to whom your information was passed.

Signed:

Appendix 9 – diagram for detailing any marks etc to accompany form for reporting child protection information if not using CPOMS



Front

Back

Monitoring and review

The implementation of this policy will be monitored by the Head of School, who will make an annual report to the Local Governing Body.

Approval by The Dunham Trust

Signed: _____

Date: _____

Review date: _____

This policy, signed by a Director on behalf of the Dunham Trust, is held centrally on the Trust Portal

End of policy statement