



# Acre Hall Primary School

## Child Protection & Safeguarding Policy

Policy Version			
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14.4.16	1.0	Revised document from Trafford Safeguarding Policy	Mrs A White
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5.3.21	1.9	Update to take account of pupils returning to school in March 2021 – approved at T & L sub com 18.3.21	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 3<sup>rd</sup> April), DfE (March 2017)*

*Working together to safeguard children, DfE (Feb 2017)*

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

*Keeping children safe in Education, DfE (September 2019)*

*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, 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 function and designed to protect a child in immediate danger and outlines the procedures that will take place in order to safeguard. 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 February 2017), **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 play 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 (2015) (updated February 2017) and Trafford Safeguarding Children Board's procedures.

## **The Curriculum**

All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

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.

Each Head of School will ensure that this policy is well-publicised to all staff, including those who join the school on a temporary basis. This person will ensure that all procedures in this policy are robustly and routinely carried out and that in the event of any changes regarding best practice or statutory legislation, staff and Governors will be clearly and promptly informed. The Head of School will make an annual report to the Local Governing Body on any changes to this policy and implementation of this.

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, online contact forms, peer support and SEALs resources.

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. This may include covering relevant issues through personal, social, health and economic education (PSHE), tutorials (in FE colleges) and/or – for maintained schools and colleges – through sex and relationship education (SRE).

### **Keeping Records & Monitoring**

**Acre Hall Primary School** will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

Ensuring that all child protection and Child in Need records are kept confidentially and securely and are separate from pupil records until the child's 25<sup>th</sup> birthday, Child Protection and Child in Need information must be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example). All this information must be redacted so the names of third parties are not stated. Where Child Protection and Child in Need records are passed on to another school/education setting/ then a receipt must be provided by the receiving school/education.

All records in which safeguarding issues were recorded but did not reach Child Protection/Child in Need level, must be kept for six years from the date of enquiry. However, currently there is a national freeze on the disposal of any children's information. (March 2017)

Each school will monitor pupils whose names are on the Child Protection Register in line with what has been agreed in the child protection plan. Pupils deemed 'at risk' or known to be vulnerable will be regularly reviewed by a professionals meeting convened by the school to ensure swift, integrated and appropriate intervention. Schools in The Trust use Early Help strategies eg monitoring attendance, in order to support staff in identifying 'at risk' pupils, staff are able to discuss concerns with DSL and DDSL.

Parents/carers will be made aware of the Trust’s Child Protection & Safeguarding Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the pupil. (Appendix 14: Guidance for Staff on monitoring)

### **Roles and Responsibilities**

<b>Role</b>	<b>Name</b>	<b>Contact details</b>
<b>Designated Safeguarding Lead (DSL)</b>	<b>Ashlea White</b>	<b>0161 748 4356</b>
<b>Deputy DSL</b>	<b>Annie Yeates</b>	<b>0161 748 4356</b>
<b>Head of School</b>	<b>Ashlea White</b>	<b>0161 748 4356</b>
<b>Acting CEO</b>	<b>Jayne Carmichael</b>	
<b>Named Safeguarding Governor</b>	<b>David Vanstone – currently fulfilling role</b>	<b>0161 748 4356</b>
<b>Named Deputy Safeguarding Governor</b>		
<b>Chair of Governors</b>	<b>David Vanstone</b>	<b>0161 748 4356</b>

### **The Head of School of Acre Hall Primary School will ensure that:**

- Establish procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by the DfE and Local Authority. These will be well-publicised to all staff.
- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Liaise with the nominated Governor on pupil protection issues and school policy in this area
- Report to the Governing Body
- Safe recruitment and selection of staff and volunteers is practised, including the completion and update of School’s Single Central Record including all appropriate checks
- At Acre Hall Primary School the Head of School is responsible for:
  - identifying a senior member of staff from leadership team to be the Designated Safeguarding Lead (DSL);
  - identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;

- Sufficient time and resources are made available to enable the Designated Safeguarding Lead to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is updated every three years.
- Ensure that all staff recognise and are alert to, signs of possible abuse and know what to do if they have any concerns or suspicions and ensure 'Keeping Children Safe in Education' compliance
- All temporary staff and volunteers are made aware of the school's Child Protection & Safeguarding Policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Make parents/carers aware of the school's Child Protection & Safeguarding Policy
- Work with local partners to create a safe environment for pupils at the school

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

**The Local Governing Body of the school will ensure that:**

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead member of staff.
- Ensure that each Head of School has appointed a Designated Safeguarding Lead (DSL) and a Deputy DSL (DDSL) and that a nominated Governor for Child Protection & Safeguarding is also nominated
- A senior leader has Designated Safeguarding Lead responsibility
- The school's Child Protection & Safeguarding Policy is reviewed annually and updated and the school complies with local safeguarding procedures.
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to 'Keeping Children Safe in Education'
- Ensure 'Keeping Children in Safe in Education' compliance
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.

- All staff and volunteers who have regular contact with children and young people receive appropriate training which is up-dated by refresher training every 3 years.
- There is a Child Protection & Safeguarding Policy together with a Staff Behaviour (Code of Conduct) Policy and a Whistleblowing Policy.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role.
- On appointment, the Designated Safeguarding Lead undertakes interagency training, at Level 4, and also undertakes an 'update' course every 2 years. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals but at least annually, to keep up with any developments relevant to their role.
- Any weaknesses in Child Protection are remedied immediately
- A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head of School
- Child Protection policies and procedures are reviewed annually and that the Child Protection & Safeguarding Policy is available on the school website or by other means
- Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website
- The Local Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- That enhanced DBS checks are in place for all governors
- The Local Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school

The Designated Safeguarding Lead has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Safeguarding Lead must be a member of the Senior Leadership Team of the school. Each Head of School has designated the Deputy Head of School as the Designated Senior Person (DSL). The DSL and Deputy DSL have clear roles and responsibilities and these are explicit in respective job descriptions. The Head of School shall advise the Governing Body and all members of staff of the names of the school's DSL and DDSL, and inform them of any changes.

**The Designated Safeguarding Lead will:**

- Act as the first point of contact with regards to all safeguarding matters.

- Attend up-dated training annually.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers and make sure that the Designated Person receives TCSB approved refresher training every three years.
- Ensure that the schools actions are in line with the TSCB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on the TSCB website at [www.tscb.org.uk/](http://www.tscb.org.uk/))
- Refer a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using a Single Agency Referral Form (SARF)
- Keep copies of all referrals to MARAT and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive Level 2 and above training.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Head of School about any safeguarding issues.
- Ensure that the Child Protection & Safeguarding Policy is regularly reviewed and updated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DFE concerning Safeguarding. Updates can be found on the TSCB Termly Newsletter, <http://www.tscb.co.uk/professionals/safeguarding-children-in-education-information.aspx>, or via the NSPCC sign-up service, <https://www.nspcc.org.uk/preventing-abuse/safeguarding/schools-protecting-children-abuse-neglect/sign-up-to-safeguarding-in-education-update/>
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.
- Provide, with the Head of School, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)
- During term time the designated safeguarding lead and/ or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.
- Ensuring that effective communication and liaison takes place between the school and Social Services and any other relevant agencies, where there is a child protection concern in relation to a school pupil

- Advising staff on the school's and their child safeguarding responsibilities and supporting staff in their child safeguarding role
- Providing regular 'Keeping Children Safe in Education' updates in line with and cross-referenced with Annex B

The DSL and DDSL should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support will be given. The DSL will be the first person to whom staff report concerns. It is then the responsibility of the DSL to discuss the situation with the relevant agencies.

The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by Trafford's Local Safeguarding Pupils Board. They will also initiate appropriate proceedings to address any allegations made against members of staff.

### **Staff**

- All staff may raise concerns directly with Children's Social Care services and in line with the School's Whistleblowing Policy
- Code of Conduct
- Keeping Children Safe in Education Part and Annex A

All staff must be aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school and respond appropriately.

All staff are aware that safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead or to the Head of School.

All staff are aware that safeguarding concerns about the Head of School, DSL or DDSL should be made to the named/designated Safeguarding Governor or Chair of Governors.

All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.

All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

### **Safer Recruitment Policy**

The school's Safer Recruitment Policy adheres to the DFE guidance set out in 'Keeping children safe in education-Statutory guidance for schools and colleges' September 2019

The Head of School and governing body will ensure that all staff and volunteers in supplementary schools using the mainstream school site will have updated DBS (will not apply for all schools and settings).

In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. As an academy, for those engaged in non-teaching management roles, an additional check is required to ensure they are not prohibited under section 128 provisions.

For school staff, agency staff and volunteers who meet the criteria below, the school will ensure that necessary Disqualification checks have been completed, as outlined in the document, 'Disqualification under the Childcare Act 2006, DfE (February 2016, updated 2019)

- Members of school staff who teach or provide childcare during and outside school hours for children up to the age of five
- Member of school staff who provide childcare in a school setting, but outside of school hours, for children up to the age of eight

### **Working with Other Agencies**

**Acre Hall Primary School** has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify the allocated social worker if:

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

### **Confidentiality and Information Sharing**

As set out in Appendix Four, staff should ensure that confidentiality protocols are followed and information is shared appropriately. The Head of School or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets. (See advice in the document 'Information Sharing: advice for practitioners providing safeguarding services, DfE (March 2015)

Pupils should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee confidentiality and should ensure that the pupil understands that all disclosures made to the adult will be shared with the DSL.

When confidentiality has to be broken, the pupil should be supported, as appropriate and reassured about the school's 'duty of care'.

The Dunham Trust shares a common purpose with parents/carers to educate and keep pupils safe from harm and to have their welfare promoted, so is committed to working with parents/carers positively, openly and honestly. The school will ensure that all parents/carers are treated with respect, dignity and courtesy. The school respects parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless it has parental/carer permission or it is necessary to do so in order to protect a pupil.

Each School will share with parents/carers any concerns school staff may have about their child unless to do so may place a pupil at risk of harm or jeopardise an investigation, including a potential criminal investigation.

### **Training for Staff and Volunteers**

Training is provided for all staff and volunteers. When new staff join our school they will be informed of the safeguarding arrangements in place. All staff will undertake induction training that includes the schools safeguarding/child protection policy, Staff Code of Conduct and the Government's statutory guidance 'Keeping Children Safe in Education (2019) (KCSIE). They will be given a copy of our school's Child Protection & Safeguarding Policy along with the Staff Code of Conduct and Part one and Annex A of '*Keeping Children Safe in Education*' (2019). All staff are expected to read these key documents and will sign to this effect when this has been done.

They will be informed who our Designated Safeguarding Lead (DSL) and Deputy DSLs are, and what their role is. They will also be provided with the recording form/procedure and instruction as to operation of the relevant software where an electronic system has been purchased.

All our staff will be trained in basic or foundation level safeguarding. This training will be updated annually and is in addition to all staff receiving safeguarding and child protection updates, as and when required, and at least annually. As a result all our staff will be expected to have an understanding of the following:

- The early help process and their role in it
- The identification of emerging safeguarding concerns
- How to act as the lead professional
- What potential role they may play in statutory assessments
- Responsibilities regarding the sharing of information

In addition, all our staff will be expected to have a basic knowledge of the following specific safeguarding concerns:

- Bullying including cyber bullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)

- Domestic Abuse
- Drugs
- Fabricated or Induced illness
- Faith Abuse
- Female genital mutilation
- Forced Marriage
- Gangs and Youth violence
- Gender based violence/Violence against women and girls VAWG
- Hate
- Mental Health
- Missing children and adults
- Private Fostering
- Preventing Radicalisation
- Relationship Abuse
- Sexting
- Upskirting
- Trafficking

Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard children. There will also be a nominated safeguarding lead, (who may also be the lead for issues around bullying) who is appropriately trained, and Governors trained in safer recruitment.

Every new member of staff or volunteer will receive safeguarding training during their induction period. The Designated Safeguarding Lead will meet with the new member of staff or volunteer on his/her first day to look at the school's Child Protection & Safeguarding Policy and discuss Safer Working Practices. A date for Safeguarding Level 1 training will be made. As an interim measure, until a face-to-face delivery of Safeguarding Level 1 training is able to take place, online Level 1 training will be completed by the new member of staff or volunteer.

The induction programme and first day meeting will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The meeting will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

All staff and volunteers who are in regular contact with children will receive basic Level 1 training. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Dunham Trust recognises the importance of listening to pupils at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times particular

pupils may feel stressed and confused. The school will identify quiet areas and provide the opportunity for these pupils to take respite from the normal day when necessary. Staff, through Level 1 Safeguarding training, are aware of the 'dos and don'ts' when managing disclosures. The training also covers:

- Prevent Duty
- Mandatory reporting of Female Genital Mutilation (FGM)

All staff shall be made aware that pupils who are not known to be the subjects of concern may however be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with all pupils at all times.

The Dunham Trust recognises that pupils who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such pupils need firm boundaries, staff will take into account the pupil's distress when managing behaviour. Staff also take into account that behavior can be an indicator of abuse/sign of neglect.

Pupils in the Trust will be regularly anonymously questioned regarding their perceptions of how 'safe' they feel when at the school. School Councils will also be used to assess pupils' perceptions of how safe they feel. The data collected from these surveys will be used to inform changes in policies and practice.

The Dunham Trust recognises the value of having staff with specialised counsellor training to facilitate speedy reporting of issues by pupils and to enhance the quality of responses to disclosures.

All staff will receive training or briefings on particular safeguarding issues, for example, Guns and Gangs, Forced Marriage, Domestic Abuse and Child Sexual Exploitation, Radicalisation.

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Annex A of '*Keeping Children Safe in Education*' (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Trafford Safeguarding Children Board at [www.tscb.co.uk](http://www.tscb.co.uk)

All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures by visitor leaflet; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is.

Our Local Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school

## **Recording and Reporting Concerns**

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child, immediately, and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:

Speak to the Designated Safeguarding Lead or the person who acts in their absence immediately

Agree with this person what action should be taken, by whom and when it will be reviewed

Record the concern using the school's safeguarding recording systems, making sure this is signed and dated

All concerns about a child or young person should be reported **without delay** and recorded in writing using the school's agreed template

Peer-on-peer abuse:

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to:

- Bullying (including cyber bullying)
- Gender based violence/sexual assaults
- Sexting.

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

The DSL is required to manage the keeping of records in relation to matters regarding safeguarding pupils. These records will be stored securely. Where a person makes an oral statement, a written record will be produced, signed and dated by the author. All schools will ensure record keeping includes words of the child.

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 12 and 13 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.

At **Acre Hall Primary School** we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV), such as breast-ironing, and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015).

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At **Acre Hall Primary School**, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise
- There are monitoring systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies
- The school works in partnership with other agencies to assess risk and undertake a risk assessment

- Through safer recruitment practices ensure visitors and speakers are reputable and appropriately checked/supervised.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism
- The DSL will make referrals in accordance with Trafford Channel Procedures and will represent our school at Channel meetings as required
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

### **Informing Parents/Carers**

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 or Head of School will seek advice from MARAT.

### **Terms**

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

### **Safeguarding document sent for referrals**

All referrals and records of conversations made to external agencies must be signed, dated and at the time the conversation /call took place and must have an outcome. Records are to be collected and stored in line with the School's Data protection Policy. Any and all referrals made are to be sent via email protected with a password or via secure email or post.

### **Child Protection Files**

Files are to be retained for the period of time prescribed by the Trusts records Management Policy.

### **Home Stays - Exchange visits (Where applicable)**

Where children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit to an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the school will consider on a case by case risk assessment basis whether such checks are necessary. Where the Trust/school is organising exchange visits overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit

### **Trust/School Training and Staff Induction**

All staff (including temporary staff and volunteers) are provided with the school's child safeguarding policy and informed of school's child protection arrangements on induction. This includes training on the Schools approach to the safety and security of any and all safeguarding data, in accordance with the School data Protection Policy.

### **Confidentiality**

The right of the child to confidentiality and privacy will be respected and all communications about any safeguarding case will be kept to a minimum on a 'need to know' basis.

Pupils should be reassured that their best interests will be maintained. **However, staff cannot offer or guarantee confidentiality and should ensure that the pupil understands that all disclosures made to the adult will be shared with the DSL.**

When confidentiality has to be broken, the student should be supported, as appropriate and reassured about the School's 'duty of care'.

Parents should not be informed of concerns unless it is deemed to be in the child's interest. (In this policy statement, "parents" means all those having a parental responsibility for a child.)

You should note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

### **Record-keeping**

We will hold records in line with our Records Management Policy.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

*Information sharing only takes place between organisations that support the school in relation to safeguarding arrangements and such is completed in line with the Confidentiality section of the policy.*

### **Domestic Abuse**

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to MARAT or the Emergency Duty Team will be contacted as soon as possible.

Operation Encompass-The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in, heard or been witness to a domestic abuse incident. Following such an incident at home, children will often arrive at school distressed, upset and unprepared for the day. Greater Manchester Police, Trafford social care and key nominated adults in school will work together in partnership to allow the key adults the opportunity of engaging with the child and provide access to silent or overt support that allows them to remain in a safe and secure familiar environment following early reporting to school of a domestic abuse incident.

Our nominated key adult is The Head of School, also Designated Safeguarding

Please see the Trafford Operation Encompass protocol and letter template for parents.

### **Forced Marriage**

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

### **Child Protection Conferences & Core Group Meetings**

Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well being as well as relevant family related issues. This information will be shared with the parents/carers.

### **Safer Working Practice**

The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.

The Head of School will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school/college expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

Staff and volunteers should be aware of current guidance on safe teaching practice contained in *Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'* (October 2015).

### **Safer Use of The Internet and Digital Technology (including Early Years Provision)**

**Acre Hall Primary School** recognise that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child personal safety will remain the priority of the school.

In line with the School's 'User Acceptance Policy' and other relevant policies eg ESafety, all staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.

Children are not permitted to directly access items that do not belong to the school and access devices, software and Internet via the use of passwords for enhanced filtering and monitoring purposes.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Head of School or DSL should be informed immediately.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding

### **Use of Mobile Phones**

Mobile phones have a place in settings, especially when on outings. They are often the only means of contact available in settings and can be helpful in ensuring children are kept safe:

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children
- Ensure all mobile phone use is open to scrutiny
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.

### **Work/school Mobiles**

To protect children we will ensure that the work/school mobile:

- Is only used by allocated people
- Is protected with a password and clearly labelled
- Is stored securely when not in use
- Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas
- If used for taking photographs, the images are deleted regularly and written parent/carer permission obtained.

### **Personal Mobiles**

To protect children we will ensure that personal mobiles:

- Are stored securely and will be switched off or on silent whilst staff are on duty
- Are not used to take pictures of the children attending the setting
- Will not be used to take photographs, video or audio recordings in our setting
- Are not used to contact parents or children except in the event of an emergency
- Visitors not to use on entering the setting

- Older children have signed consent from their parents giving permission for the child to have a mobile and agreeing that they will stored securely and be switched off or on silent whilst in the setting.

### **Cameras: Photography and Images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays).
- Ensure the school's designated camera is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that children are appropriately dressed, and only use the child's first name with an image.
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit written consent from the school, for example, for a special event, such as a Christmas play.
- Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.
- Ensure where professional photographers are used DBS's, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny

### **Social Networking Sites**

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children people. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Head of School or the DSL.

Any attempt by a child to contact staff via such internet sites will immediately be reported to the Head of School or DSL in order that appropriate advice can be given to the child and

their parents/carers regarding professional boundaries and the safety of the child. Staff should not contact parents/carers either directly or via friends on social network sites.

### **Youth Produced Sexual Imagery 'Sexting'**

Youth produced sexual imagery, commonly referred to as 'sexting' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However **Acre Hall Primary School** takes a pro-active approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as:

- Images or videos generated by children under the age of 18
- Images of children under the age of 18 that are of a sexual nature or are indecent
- Images are shared between young people and/or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may not even know.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that **Acre Hall Primary School** applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason the Designated Safeguarding Lead (or Head of School in the absence of the DSL) needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

Guidance has been issued by the UK Council for Internet Safety (August 2016)



Sexting in schools  
and colleges UKCCIS

**The following is a resume of the above non statutory advice. This advice replaces the previous document "Sexting in schools: What to do and how to handle it". You are advised to consult the full document for the fullest advice when dealing with these matters.**

In August 2016 the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance on managing incidents of sexting by under-18s.

The UKCCIS guidance should be read alongside 'Keeping children safe in education' (2016). It should be followed unless there's a good reason not to do so.

There is no clear definition of 'sexting'. Instead, this document talks about 'youth-produced sexual imagery'. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent. Indecent is subjective and has no specific definition in UK law.

Incidents covered by this guidance:

1. Person under 18 creates a sexual image of themselves and shares it with another person under 18.
2. A person under 18s shares an image of another under 18 with another person under 18 or an adult.
3. A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance:

1. Under 18s sharing adult pornography.
2. Under 18s sharing sexual texts without sexual imagery.
3. Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

### **Response to incidents of youth produced sexual imagery**

The response should be guided by the 'principle of proportionality'.

'The primary concern at all times should be the welfare and protection of the young people involved.' (Sexting in schools and colleges: responding to incidents and safeguarding young people (page 8))

The Law

*Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.*

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

1. a naked young person
2. a topless girl

3. an image which displays genitals, and
4. sex acts including masturbation.
5. indecent images may also include overtly sexual images of young people in their underwear

These laws weren't created to criminalise young people but to protect them.

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.

The National Police Chiefs' Council (NPCC) is clear that "youth-produced sexual imagery should be primarily treated as a safeguarding issue." Schools may respond to incidents without involving the police. (However, in some circumstances, the police must always be involved.)

### **Crime recording**

When the police are notified about youth-produced sexual imagery, they must record this as a crime. The incident is listed as a crime, and the young person is the suspect. This is, however, not the same as a criminal record.

Every crime reported to the police must have an outcome code. The NPCC, Home Office and the DBS have agreed a new outcome code for youth-produced sexual imagery. This is "Outcome 21" which allows for an 'administrative disposal' of the crime record, recognising that further investigation of the crime by the police is not justified because it would not be in the public interest to do so.

Using this outcome code is likely to mean the offence would not appear on a future Enhanced DBS check, although not impossible, as that disclosure is a risk-based decision. Schools can be assured that the police have the discretion they need not to adversely impact young people in the future.

### Handling incidents

1. Refer to the designated safeguarding lead
2. DSL meets with the young people involved
3. Do not view the image unless it is unavoidable
4. Discuss with parents, unless there is an issue where that's not possible
5. Any concern the young person is at risk of harm, contact social care or the police

Always refer to the police or social care if incident involves:

1. an adult
2. coercion, blackmail, or grooming
3. concerns about capacity to consent, [e.g., SEN]
4. images show atypical sexual behaviour for the child's developmental stage
5. violent acts are depicted
6. image shows sex acts and includes a child under 13
7. a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)
8. Consideration should also be given to the extent to which the imagery has been shared
9. There is other evidence that vulnerable children are involved

Once DSL has enough information, the decision should be made to deal with the matter in school, refer it to the police or to social care. All information and decision-making should be recorded in line with school policy. If the incident has been dealt with in school, a further review should be held to assess risks.

#### Assessing the risks once the images have been shared

1. Has it been shared with the knowledge of the young person?
2. Are adults involved in the sharing?
3. Was there pressure to make the image?
4. What is the impact on those involved?
5. Does the child or children have additional vulnerabilities?
6. Has the child taken part in producing sexual imagery before?

#### Viewing images

1. Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
2. If it is felt necessary to view, discuss with the head teacher first.
3. Never copy, print, or share the image (it's illegal)
4. View with another member of staff present
5. Record the fact that the images were viewed along with reasons and who was present. Sign and date.

#### **Deleting images (from devices and social media)**

If the school has decided that involving other agencies is not necessary, consideration should be given to deleting the images.

It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated.

Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful.

### **Peer on peer abuse**

Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

1. is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
2. is of a serious nature, possibly including a criminal offence
3. raises risk factors for other pupils in the school
4. indicates that other pupils may have been affected by this student
5. indicates that young people outside the school may be affected by this student.

### **Risk factors against children could include:**

1. Physical Abuse
  1. violence, particularly pre-planned
  2. forcing others to use drugs or alcohol
3. Emotional Abuse
  1. blackmail or extortion
  2. threats and intimidation
3. Sexual Abuse
  1. indecent exposure, indecent touching or serious sexual assaults
  2. forcing others to watch pornography, sexting, revenge-porn
3. Child Sexual Exploitation
  1. encouraging other children to attend inappropriate parties
  2. photographing or videoing other children performing indecent acts
3. Gang and relationship abuse

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to

investigate the circumstances. The DSL should contact children's social care or the LADO to discuss the case. It is possible that children's social care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place and the allegation is found to not be malicious rumour, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

It is appropriate that the school's behaviour policy and procedures are followed. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves. These pupils will need an individual risk assessment plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. The school, in these cases, also has a duty to protect the privacy rights of any pupils for whom the allegation is made against or to.

Where neither children's social care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

### **Position of Trust**

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

### **Managing Allegations and Concerns Against Staff and Volunteers**

The school follows the procedures recommended by the TSCB when dealing with allegations made against staff and volunteers.

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides

effective protection for the child while at the same time providing support for the person against whom the allegation is made.

Training from TSCB is available three times a year – ‘Safer recruitment and managing allegations of professional abuse, multi-agency course’ – please see TSCB website. In addition, the school also employs the services a Safeguarding consultant for external challenge and professional development.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in <http://www.tscb.co.uk/procedures/allegations-of-abuse-made-against-adults-who-work-with-children-and-young-people.aspx> and Part 4 of ‘*Keeping Children Safe in Education*’, DfE (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted via e-mail [anita.hopkins@trafford.gov.uk](mailto:anita.hopkins@trafford.gov.uk) or by phone 912 5024/MARAT – FIRST RESPONSE 912 5125

If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head of School immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Head of School, this will be reported to the Chair of Governors and the LADO. In the event that neither the Head of School nor The Chair of Governors are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head of School or the Vice Chair of Governors.

The Head of School or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Head of School or Chair of Governors should contact the LADO directly on 0161 912 5024

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

### **Complaints or Concerns by Pupils, Staff or Volunteers**

Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

### **Serious Case Reviews**

The Trafford Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

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

If required **Acre Hall Primary School** will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

### **Disqualification by Association**

The school will implement the Childcare (Disqualification) Regulations 2009 by ensuring that staff who are disqualified by association because they live in the same household as a person disqualified under the Childcare Act 2006 are not able to work in an early years setting within the school and will ask the staff member to complete an annual declaration form which will be used to assess their suitability to work with children. A copy of the declaration is below



Childcare  
Disqualification Requi

To do this the school will follow the statutory guidance “Disqualification under the Childcare Act 2006”: [Disqualification under the Childcare Act 2006 - Publications - GOV.UK](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006)

**Further Information on Safeguarding and Safeguarding Policies can be found on the TSCB Website at [www.tscb.co.uk](http://www.tscb.co.uk)**

Trafford Local Authority’s HR Fair Recruitment Policy states that schools should seek an enhanced DBS and barred list check for those volunteers who:

- Frequently partake in regulated activity with children and young people
- Who are undertaking volunteering activity in an unsupervised capacity

### **Governors**

As of September 1<sup>st</sup> 2016, schools must obtain an enhanced DBS and barred list check for all governors as well as a prohibition from management check. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.” If governors volunteer or carry out other duties that would be deemed as regulated activity then the appropriate checks must be applied.

### **Single Central Record**

Schools and colleges must keep a single central record, referred to in the regulations (described in the following paragraph) as the register. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school. In colleges, this means those providing education to children; and
- for independent schools, including academies and free schools, all members of the proprietor body.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraph 99 for independent schools (including academies and free schools);
- further checks on people who have lived or worked outside the UK; this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in paragraph 114;
- a check of professional qualifications; and
- a check to establish the person’s right to work in the United Kingdom.

For supply staff, schools should also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff.

16-19 academies and free schools are covered through their funding agreements. Where checks are carried out on volunteers, schools should record this on the single central record.

For details of records that must be kept, see:

- for maintained schools: Regulations 12(7) and 24(7) and Schedule 2 to the School Staffing (England) Regulations 2009 and the School Staffing (England) (Amendment) Regulations 2013 (applied to pupil referral units through the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007);
- for independent schools, (including academies and free schools and alternative provision academies and free schools): Part 4 of the Schedule to the Education (Independent School Standards) Regulations 2014;
- for colleges: Regulations 20-25 and the Schedule to the Further Education (Providers of Education) (England) Regulations 2006;46 and
- for non-maintained special schools: Regulation 3 and paragraph 7 of Part 1 and paragraph 18 of Part 2 of the Schedule to the Non-Maintained Special Schools (England) Regulations 2015.

Schools and colleges must not keep copies of DBS certificates in order to fulfil the duty of maintaining the single central record.

## **Appendix 1**

Each school is committed to reacting in accordance with The Dunham Trust's and Trafford Council's agreed procedures in all cases where there is concern. This policy should also be read alongside:

### **Statutory Policies relating to Safeguarding are:**

- Keeping Children Safe in Education
- Health and Safety policy
- SEND Policy (paying particular note to vulnerable pupils)
- Esafety
- Central record of recruitment and vetting checks
- Statement of procedures for dealing with allegations of abuse against staff

### **Other relevant/school policies**

- Working together to safeguard children A guide to inter-agency working to safeguard and promote the welfare of children March 2015
- Health and Safety
- Attendance
- Physical Interventions/Positive Handling
- Managing safeguarding allegations against another pupil
- Work Experience and Extended work placements
- A policy on the Code of Staff Conduct, which is shared with all current staff and forms part of the induction training for new staff
- Sex and Relationships Education,
- Equal Opportunities,
- ICT and Access to the Internet/online e safety
- Extended Schools Activities,
- Behaviour Management including fixed and short term exclusions,
- Educational Trips and Visits, including overnight stays
- First Aid
- Meeting the needs of pupils with medical conditions
- Whistleblowing
- Special Educational Needs,
- Toileting and Intimate Care,
- Disability Discrimination,
- Looked After Children,
- Anti-bullying
- Promoting British Values/Promoting fundamental British values through SMSC - Publications GOV.UK

### **TSCB Policies**

- Trafford Safeguarding Board Encompass Procedure
- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage

- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs

## **Appendix 2**

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another

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 known to 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.

### **Recognising signs of child abuse**

#### **Categories of Abuse:**

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

#### **Signs of Abuse in Children:**

- The following non-specific signs may indicate something is wrong:
- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation

### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

Must be regarded as indicators of the possibility of significant harm

Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)

May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the Head of School or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush

- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self- esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

## **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self- mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

## **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental,

inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation.

This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

The Brook Sexual Behaviours Traffic Light Tool can be used by professionals, working with children and young people, to help them identify and respond appropriately to sexual behaviours, <https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

### **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

**Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

**Consent** – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society’s standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

**Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

### **Child Sexual Exploitation**

#### **Statutory definition of Child Sexual Exploitation- updated in line with guidance in Working Together to Safeguard Children – February 2017**

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.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

## Statutory Definition of 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.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in their dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

The document, 'Child sexual exploitation: definition and guide for practitioners' DfE, (February 2017) provides further information on a definition of child sexual exploitation, potential vulnerabilities, indicators of abuse and appropriate action to take in response

### Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment



## **Appendix 3**

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. 4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

#### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

Child talking about getting ready for a special ceremony

- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

'Mandatory Reporting of Female Genital Mutilation - procedural information', Home Office (October 2015)

### **The 'One Chance' Rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools take action without delay.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

NB For school staff this will occur from a disclosure and not a physical examination

### **Radicalisation**

Acre Hall Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

Schools have a statutory duty in the following areas with the aim of safeguarding pupils from radicalisation, extremism and terrorism:

- Assessing the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology.
- Demonstrating that robust safeguarding policies are in place to identify children at risk, and intervening as appropriate (by referring pupils to Channel or MARAT, for example.)
- Ensuring that clear protocols are in place so that any visiting speakers are suitable and appropriately supervised within school.
- Ensuring that fundamental British values are promoted within the curriculum and extra-curricular activities and reflected in the general conduct of the school.
- Ensuring that safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Trafford Safeguarding Children Board (TSCB). This policy describes procedures which are in accordance with government guidance and refers to locally agreed inter-agency procedures put in place by the TSCB.
- Training key staff to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas. They should know where and how to refer children and young people for further help. Prevention work and reductions of risk will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti –bullying policy and other issues specific to the school’s profile, community and philosophy.
- Protecting children from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society.

## **Appendix 4**

### **Seven Golden Rules to Sharing Information**

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles)
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

### **Appendix 5 A 'Good' Safeguarding School**

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

#### **Ethos and Environment:**

The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.

The school/setting has pleasant and welcoming dining areas and encourages healthy eating.

Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for. Pupils feel valued and are open and confident in their relationships with staff and one another. Pupils' work is displayed and changed regularly.

### **Practices and Procedures**

The school has a 'Child Protection & Safeguarding Policy' which all staff understand and practices are fully implemented. Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.

There are policies which we use to ensure children receive early help so that they reach their potential in all areas of their development and reduces the likelihood of a referral to children's social care. It includes information on inter-agency thresholds that provides guidance around appropriate assessment, service provision and referral information in relation to level of need.

Appropriate Policies and Procedures are in place, understood and implemented by all staff.

The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils. All staff involved in safeguarding liaises regularly to ensure continuity in the support they provide.

The school/setting has an identified person who administers medicines.

DBS checks are in place and regularly up-dated.

Appropriate Risk Assessment procedures are in place and up-dated.

### **Pupil Tracking**

The progress and attendance of pupils in alternative provision is as carefully tracked and monitored as for other pupils. Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required. Vulnerable groups are identified and tracked for progress, attainments and attendance. Effective transition for pupils takes place at all stages.

### **Staff Training**

The Leadership and Management of the school is trained in Safeguarding and is effective.

A Senior Designated Safeguarding Lead is nominated and receives regular training and has access to appropriate supervision. Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

### **Pupil Engagement**

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

### **The Curriculum**

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

School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the internet. This includes tackling issues leading to grooming and child sexual exploitation. There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

### **Working with Parents/carers and Outside Agencies**

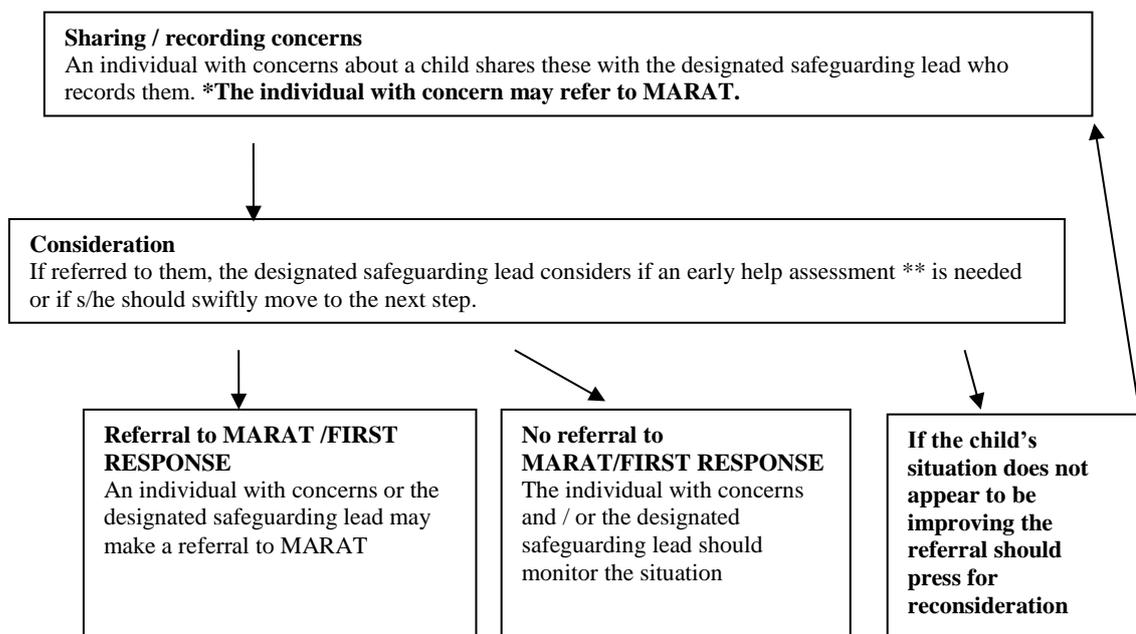
There is effective communication between the school staff, outside agencies and parents/carers. Family intervention work is an integral part of the school's support for children and families. The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue. The school does not exclude pupils but tries to find alternative ways of supporting them. The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

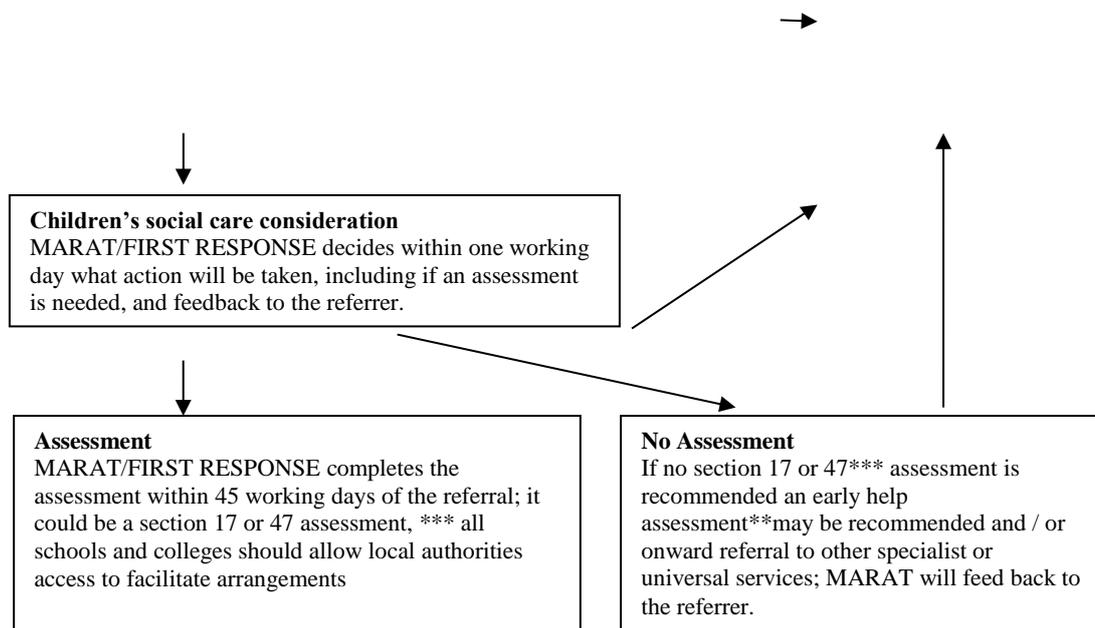
## Appendix 6

### Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

#### Anybody can make a referral





\*In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

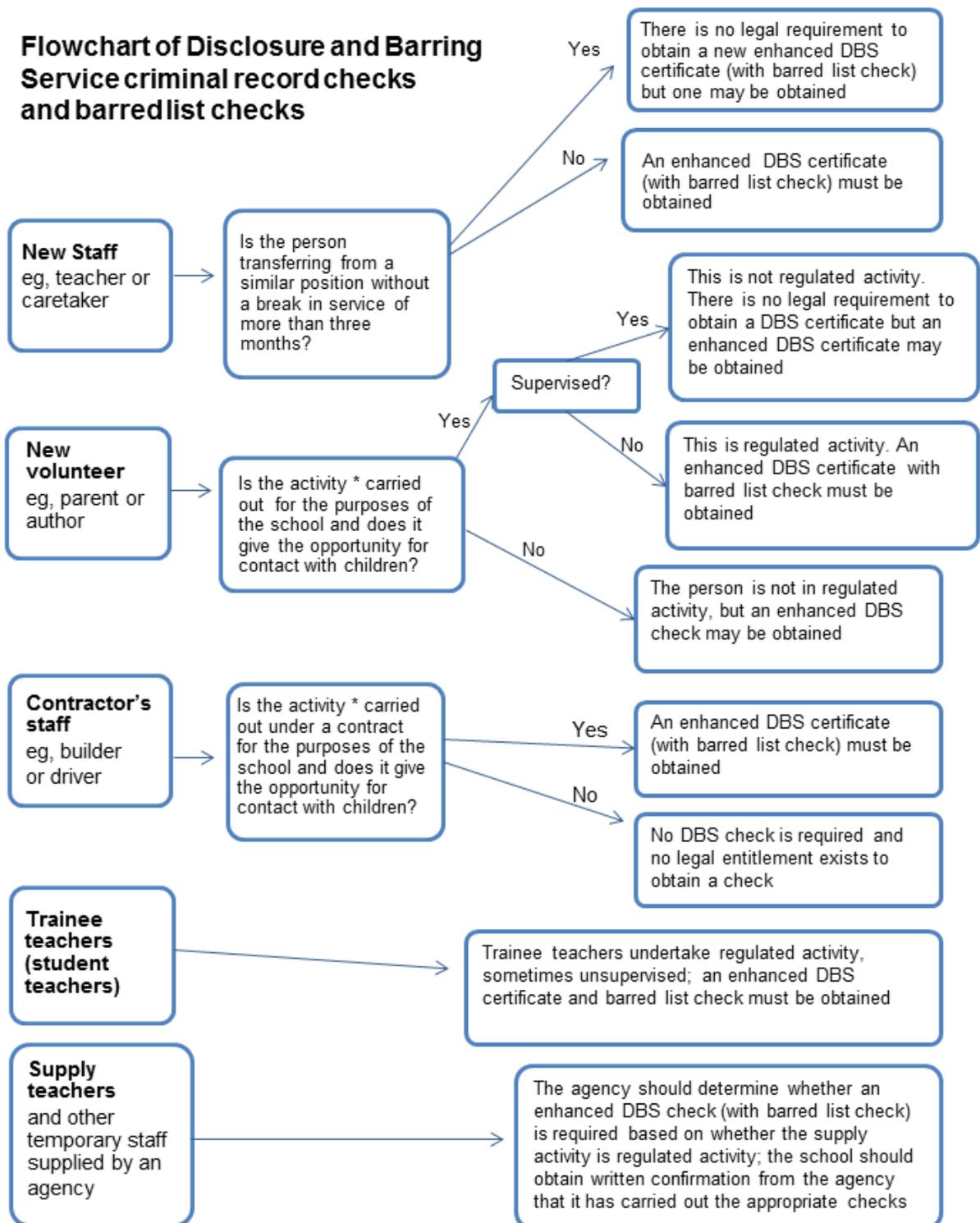
\*\*Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and / or health visitor.

\*\*\*Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

**ALL STAFF AND GOVERNORS TO BE AWARE OF THE ABOVE FLOWCHART.**

## Appendix 7

## Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



\* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

**PLEASE SHARE THIS FLOWCHART WITH THOSE RESPONSIBLE FOR  
THE RECRUITMENT OF STAFF.  
MARAT FLOWCHART**

You have a worry/concern  
about a child



Child in imminent  
danger?

No



Yes



Contact Police for  
emergency protection 101  
or 999. Also refer to  
**MARAT FIRST  
RESPONSE /EDT**

Discuss with manager and/or  
senior colleagues (designated  
worker) as appropriate



Still have concerns?

No longer have concerns?



No further Child  
Protection action  
required but may need  
to act to ensure services  
are provided



Practitioner refers by  
telephone to **MARAT-  
FIRST RESPONSE** (0161  
912 5125) following up in  
writing using new online  
tool



Feedback to referrer on next  
course of action



**MARAT – FIRST  
RESPONSE** acknowledges  
receipt of referral and  
decides on next course of  
action within one working  
day.



No further **MARAT  
/FIRST RESPONSE**  
involvement at this stage  
although other action may  
be necessary (referral to  
other agency, advice given,  
EHA/CAF recommended)



Child & Family assessment  
required and initiated.

**Telephone numbers for MARAT ( FIRST  
RESPONSE) and EDT  
Work Day (0161 912 5125)  
EDT (912 2020).**



## LINKS

In 2019 Trafford developed a revised threshold document – see link below

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

### Useful contacts

MARAT/FIRST RESPONSE 912 5125

Emergency Duty Team (EDT) 912 2020

Anita Hopkins -Trafford Local Authority Designated Officer (LADO)-912 5024

Channel- 856 6362

Jonathan King Specialist Education Practitioner –MARAT 912 5010

[jonathan.king@trafford.gov.uk](mailto:jonathan.king@trafford.gov.uk)

[channel.project@gmp.police.uk](mailto:channel.project@gmp.police.uk)

### Other useful links

#### Resources (websites)

- NSPCC Safeguarding and Child Protection in schools:  
<https://www.nspcc.org.uk/preventing-abuse/safeguarding/schools-protecting-children-abuse-neglect/>
- NSPCC Safeguarding in Education Self-assessment tool:  
<https://www.nspcc.org.uk/services-and-resources/working-with-schools/esat/>
- Andrew Hall range of topics: <https://www.safeguardingschools.co.uk/latest/>
- CEOP: <https://www.ceop.police.uk/safety-centre/>
- Think u know: <https://www.thinkuknow.co.uk>
- Parent Info: <http://parentinfo.org/>
- UK Safer Internet Centre: <https://www.saferinternet.org.uk/>
- UKCCIS, including a guide for parents and useful audit questions for governors:  
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- Net aware: <https://www.net-aware.org.uk/>
- CBBC Stay Safe Online: <http://www.bbc.co.uk/cbbc/shows/stay-safe>
- KidSMART: <http://www.kidsmart.org.uk/parents/>
- Child Net: <http://www.childnet.com/>
- Parent Zone: <https://parentzone.org.uk/>
- Brook sexual behaviours traffic light tool: <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
- Parents against CSE: <http://paceuk.info/>

- Project Phoenix for Positive relationships and online safety:  
<http://www.tscb.co.uk/docs/positive-relationships-and-online-safety-guidance-for-primary-schools.pdf>
- It's not okay: <http://www.itsnotokay.co.uk/>
- Private fostering: <http://privatefostering.org.uk/>
- Peer-on-peer abuse: <http://cultureofsafety.thesilverlining.com/childcare/peer-abuse/>
- Sexting: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>
- Sexting from Child line: <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>
- Domestic Abuse app and video:  
<http://www.safeguardingchildren.co.uk/training-news/reduce-the-risk-a-free-app-designed-for-victims-of-domestic-abuse-and-their-family-and-friends/>
- Child accidents at home:  
<http://www.safeguardingchildren.co.uk/resources/child-safety-week-exposing-household-hazards-hiding-plain-sight/>
- Education against hate: <http://educateagainsthate.com/>
- Resources available from 'The Key':  
<https://schoolleaders.thekeysupport.com/pupils-and-parents/safeguarding/managing-safeguarding/safeguarding-children-sample-checklists/>
- <http://www.operationencompass.org/>
- NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- <http://www.nspcc.org.uk/inform>

### **Documents and Guidance**

- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (September 2016)
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> (February 2017)
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (October 2015).
- 'What to do if you're worried a child is being abused', DfE (March 2015)

- Information Sharing: Advice for practitioners', DfE (March 2015)
- Statutory documents and guidance: <https://www.safeguardingschools.co.uk/essential-safeguarding-documents/>
- DfE guidance and documents: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- DfE latest news and links: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children/latest>
- Young Person's guide to KCSiE: <http://www.cheshireeastlscb.org.uk/pdf/young-persons-guide-to-keeping-children-safe.pdf>
- Preventing Bullying: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- FGM: <http://www.tscb.co.uk/docs/Multi-Agency-Statutory-Guidance-on-FGM-FINAL.pdf>
- 
- SCR FAQs: <https://www.safeguardingschools.co.uk/single-central-record-faqs/>
- Governance Handbook: <https://www.gov.uk/government/publications/governance-handbook>
- Statutory Policies: <https://www.gov.uk/government/publications/statutory-policies-for-schools>
- School Security: <https://www.gov.uk/government/publications/school-security>
- Safeguarding in English Schools: <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-8023#fullreport>
- <http://www.childrenscommissioner.gov.uk/publications/young-person-guide-working-together-safeguard-children>
- <http://www.childrenscommissioner.gov.uk/publications/young-persons-guide-keeping-children-safe>
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)
- <https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/42519/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/42519/Channel_Duty_Guidance_April_2015.pdf)
- 'The Prevent duty: Departmental advice for schools and childcare providers', DfE (2015)
- 'Mandatory Reporting of Female Genital Mutilation - procedural information', Home Office (October 2015)

**Free posters, leaflets and guides**

- Vodafone Digital Parenting Magazine: <https://parentzone.org.uk/DP5>
  - Free NSPCC 'Share Aware' guides for parents: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/share-aware-schools-resources-form/?source=sateaching>
  - NSPCC 'Share aware' guide as a pdf: <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/share-aware.pdf>
  - Online safety: [http://www.esafety-adviser.com/esafety-posters/?mc\\_cid=d4de9fe0d3&mc\\_eid=6a9773dffe](http://www.esafety-adviser.com/esafety-posters/?mc_cid=d4de9fe0d3&mc_eid=6a9773dffe)
  - Signs of abuse: <https://www.safeguardingschools.co.uk/free-safeguarding-posters/>
  - CSE: <http://www.safeguardingchildren.co.uk/safeguarding-news/parents-picture-teachers-view-child-sexual-exploitation/>
  - NSPCC for children: <https://www.nspcc.org.uk/services-and-resources/research-and-resources/childline-posters-wallet-cards/>
  - NSPCC for adults: <https://www.nspcc.org.uk/services-and-resources/research-and-resources/helpline-posters/>
  - NSPCC leaflets and guides for staff, parents and children: <https://www.nspcc.org.uk/services-and-resources/research-and-resources/leaflets-posters/>
  - NSPCC 'Pants' guides for staff, parents and children: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>
  - NSPCC Underwear rule poster: [http://www.hillcrest.leeds.sch.uk/hillcrest-website-content/uploads/2016/01/HA\\_Underwear-Rule\\_144.pdf](http://www.hillcrest.leeds.sch.uk/hillcrest-website-content/uploads/2016/01/HA_Underwear-Rule_144.pdf)
  - Anxious Child Booklet: [https://www.mentalhealth.org.uk/sites/default/files/anxious\\_child.pdf?mc\\_cid=d4de9fe0d3&mc\\_eid=6a9773dffe](https://www.mentalhealth.org.uk/sites/default/files/anxious_child.pdf?mc_cid=d4de9fe0d3&mc_eid=6a9773dffe)
  - App guides for parents; [https://www.thinkuknow.co.uk/parents/Support-tools/How-to-guides/?mc\\_cid=d4de9fe0d3&mc\\_eid=6a9773dffe](https://www.thinkuknow.co.uk/parents/Support-tools/How-to-guides/?mc_cid=d4de9fe0d3&mc_eid=6a9773dffe)
  - Doodle Downloads: [http://doodleeducation.com/?product\\_cat=doodle-downloads&mc\\_cid=d4de9fe0d3&mc\\_eid=6a9773dffe](http://doodleeducation.com/?product_cat=doodle-downloads&mc_cid=d4de9fe0d3&mc_eid=6a9773dffe)
  - NSPCC exam stress guide for young people: <https://www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/beat-exam-stress/>
  - Forced marriage: <http://www.notinmyclassroom.co.uk/resources/>
  - CSE: <https://www.westyorkshire.police.uk/cse>
- 
- Mental Health: <https://www.minded.org.uk/>
  - FGM: <https://www.fgmelearning.co.uk/>
  - PREVENT: <https://www.elearning.prevent.homeoffice.gov.uk/>
  - Channel Awareness: [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)
  - Forced marriage: <http://www.safeguardingchildren.co.uk/resources/awareness-of-forced-marriage-register-for-training/>
  - CSE: <http://www.safeguardingchildren.co.uk/safeguarding-news/keep-them-safe/>
  - CSE: <https://www.seenandheard.org.uk/>

- Self harm: [http://www.safeguardingchildren.co.uk/self-harm-free-online-course/?utm\\_source=Homepage](http://www.safeguardingchildren.co.uk/self-harm-free-online-course/?utm_source=Homepage)
- NSPCC and O2 Online email series: <https://nspcc.o2.co.uk/>
- For Governors: <https://www.safeguardingschools.co.uk/understandingsafeguardingandgovernance2/>
- Mental health, Mental illness and Resilience in children and young people: [http://cs1.e-learningforhealthcare.org.uk/public/CPN%5CCPN\\_02\\_003/d/ELFH\\_Session/9/session.html?lms=n#overview.html](http://cs1.e-learningforhealthcare.org.uk/public/CPN%5CCPN_02_003/d/ELFH_Session/9/session.html?lms=n#overview.html)
- Modern slavery: <http://www.e-lfh.org.uk/programmes/modern-slavery/>
- Live my digital: [https://www.gdst.net/livemydigital?mc\\_cid=e1795e8f7b&mc\\_eid=6a9773dffe](https://www.gdst.net/livemydigital?mc_cid=e1795e8f7b&mc_eid=6a9773dffe)
- Dementia: <http://www.e-lfh.org.uk/programmes/dementia/open-access-sessions>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (October 2015).

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

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

*'The Prevent duty: Departmental advice for schools and childcare providers'*, DfE (2015)

'Mandatory Reporting of Female Genital Mutilation - procedural information', Home Office (October 2015)

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CEOP- <http://www.thinkuknow.co.uk/>

<http://www.nspcc.org.uk/inform>

<http://www.education.gov.uk/childrenandyoungpeople>

<http://www.gov.uk/dba>

<http://www.privatefostering.org.uk/>

<http://www.homeoffice.gov.uk/crime/violence-against-women-girls/teenage-relationship-abuse>

<http://www.saferinternet.org.uk/helpline>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel Duty Guidance April 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)



## Appendix 11

<b>Abuse</b>	<p>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 known to 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.</p> <p><i>(Definition provided by Working Together 2015)</i></p>
<b>Accommodation</b>	<p>Section 20 of the Children Act 1989 enables a local authority to provide accommodation for a child who has no person with parental responsibility for him/her, is lost or abandoned or whose parent cannot provide suitable accommodation and care.</p>
<b>Allocated case</b>	<p>A case that has been made the responsibility of a named social worker or other key worker until such time as the case is closed, transferred or managed in such other way that the named worker no longer has responsibility for it.</p>
<b>Assessment</b>	<p>The assessment of developmental needs of a child within their family and wider environmental context to determine, if the child has needs and what services they require. The assessment may be general in nature (e.g.,) CAF, Child and Family or relate to a specific developmental need (e.g. health or education.)</p>
<b>Care order</b>	<p>A court order under s.31 of the Children Act 1989 placing a child in local authority care to protect the child from harm they are suffering or may suffer, whilst under the care of his/her parent (and/or being beyond a parent's control).</p>
<b>Child</b>	<p>Anyone under 18 years of age. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.</p>
<b>Child in need</b>	<p>Section 17 (10) of the Children Act 1989 defines a child in need as a child who, without the provision of local authority services:</p> <p>a) Who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable</p>

	<p>standard of health or development without the provision of services to them by a local authority</p> <p>b) Whose health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or</p> <p>c) They are disabled,</p> <p>and “family”, in relation to such a child, includes any person who has parental responsibility for the child and any other person with whom they has been living.</p>
<b>Child protection</b>	<p>Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.</p> <p><i>(Definition provided by Working Together 2015)</i></p>
<b>Child protection enquiry</b>	<p>Where a local authority:</p> <p>(a) are informed that a child who lives, or is found, in their area</p> <p style="padding-left: 40px;">(i) is the subject of a emergency protection order, or</p> <p style="padding-left: 40px;">(ii) is in police protection; and</p> <p>(b) have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm</p> <p>Section 47 of the Children Act 1989 gives children's social care a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.</p>
<b>Child Sexual Exploitation (CSE)</b>	<p>The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive “something” (e.g., food, accommodation, drugs, alcohol, cigarettes, affection,</p>

	gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities.
<b>Children</b>	<p>Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.</p> <p><i>(Definition provided by Working Together 2015)</i></p>
<b>Child and Family Assessment</b>	An assessment conducted by a social worker which addresses the central and most important aspects of the needs of the child and the capacity of their parents to respond to these needs. It is to be undertaken where circumstances are complex and should be completed within 45 working days of referral.
<b>Disclosure and Barring Service (DBS)</b>	<p>The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaced the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).</p> <p>The DBS is responsible for:</p> <ul style="list-style-type: none"> <li>• processing requests for criminal records checks</li> <li>• deciding whether it is appropriate for a person to be placed on or removed from a barred list</li> <li>• placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland</li> </ul>
<b>Duty children's social worker</b>	Professional from the Children's Social Care team that receives and responds to all child concern referrals – in office hours.
<b>Emergency duty team (EDT)</b>	A social work team providing an out of hours social care service for Trafford.
<b>Emergency Protection Order</b>	A court order under Section 44 of the Children Act 1989 giving Children's Social Care and the Police the power to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).

<b>Enquiry checks</b>	Checks made of agencies involved with a child for Section 47 child protection investigation purposes.
<b>Impairment of health and development</b>	Where professionals are seeking to judge whether a child's health and development have been significantly harmed, the Children Act 1989 (s31 (10)) directs them to make a comparison with the health and development which could reasonably be expected of a similar child.
<b>Integrated Children's System (ICS)</b>	Case management system for case recording within Children's Social Care. Introduced in 2008, this is a government sponsored system with national criteria for local software providers to adhere to. It ensures that there is consistency of practice across all social work teams, improves transparency and accountability.
<b>Local Safeguarding Children Board (LSCB)</b>	Local Safeguarding Children's Boards (LSCBs) are a statutory bodies established in each local authority area under Section 14 of the Children Act 2004. The purpose of LSCBs is: <ul style="list-style-type: none"> <li>a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and</li> <li>b) to ensure the effectiveness of what is done by each such person or body for those purposes.</li> </ul>
<b>MARAT</b>	Multi Agency Referral and Assessment Team
<b>Nominated safeguarding children adviser</b>	The person/people in each agency who has/have responsibility for child protection issues in that agency and provide child protection advice to frontline professionals / clinicians, e.g. child protection lead in schools, designated and named doctors and nurses etc.
<b>Parent</b>	Parent or carer of a child.
<b>Parental Responsibility</b>	All the duties, rights, powers, responsibilities and authority which by law a parent of a child has in relation to the child and their property. A Care Order confers the responsibility to a local authority but it does not remove it from the child's parents.
<b>Police Powers of Protection (Section 46) (PPO)</b>	Section 46 of the Children Act 1989 giving the police powers to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).

<b>Private Fostering</b>	An arrangement made directly by a parent for their child to be looked after for 28 days or more by an adult who does not have parental responsibility for the child and is not a close relative/step parent.
<b>Referral</b>	A request for services to be provided by a local authority. A case can become current only after a referral has been made.
<b>Regulated Activity with Children</b>	The Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) defined Regulated Activity with Children as:  a) Unsupervised activities - Teaching, training or instruction, care for or supervise children, provide advice / guidance on wellbeing, drive a vehicle only for children b) Work for a Limited Range of Establishments (Specified places) – Where there is an opportunity for contact, for example schools, children's homes, childcare premises (but not work by supervised volunteers) c) Healthcare / Relevant Personal Care - for example washing or dressing; or health care by or supervised by a professional, even if done once d) Registered Child-minding and Foster-Carers
<b>Risk to child</b>	Description of an adult or child who has been identified (by probation services / Youth Justice Service, Police or health services, individually or via the Multi-Agency Public Protection Arrangements) as posing an on-going risk to a child (replaces the term Schedule 1 Offender).
<b>SARF</b>	Single Agency Assessment Form
<b>Safeguarding and promoting the welfare of children</b>	Defined for the purposes of this guidance as: <ul style="list-style-type: none"> <li>• protecting children from maltreatment;</li> <li>• preventing impairment of children's health or development;</li> <li>• ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable all children to have the best life chances.</li> </ul> <p><i>(Definition provided by Working Together 2015)</i></p>

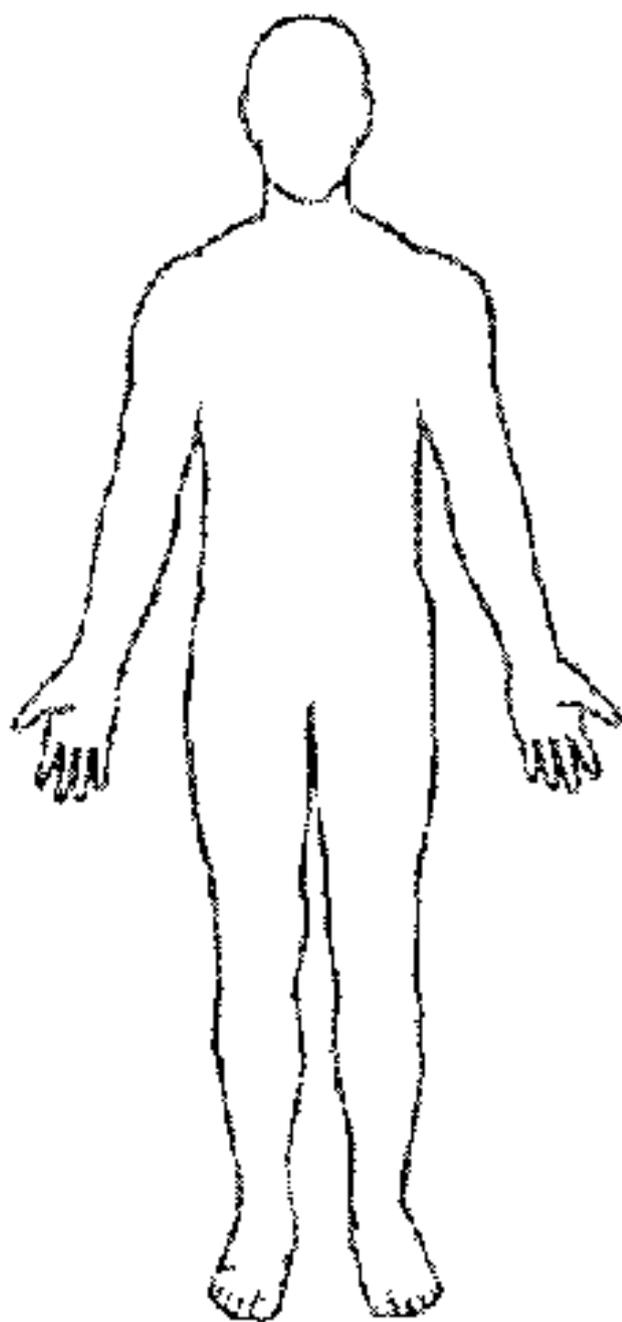
<b>Section 17</b>	Section 17 of the Children's Act 1989 imposes on every local authority a duty to safeguard and promote the welfare of children in the area who are in need.
<b>Section 47 Enquiry</b>	Section 47 of the Children Act requires every local authority to make enquiries about children thought to be at risk, enabling them to decide whether they need to take further action to safeguard and promote the child's welfare.
<b>Senior Manager</b>	Manager in any agency above first line manager.
<b>Serious Case Review</b>	SCRs are undertaken when:  (a) abuse or neglect of a child is known or suspected; and  (b) either —  (i) the child has died; or  (ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child.
<b>Social Worker or Child's Social Worker</b>	Social work qualified professional with case responsibility.
<b>Staff / staff member</b>	Any individual/s working in a voluntary, employed, professional or unqualified capacity, including foster carers and approved adopters.
<b>Working Together</b>	Working Together to Safeguard Children ( <b>updated 2017</b> ) is a guidance document produced by the DFE setting out how all agencies and professionals should work together to safeguard children and promote children's welfare.

**Appendix 12 Logging a Concern About a Pupil's Safety and Welfare**

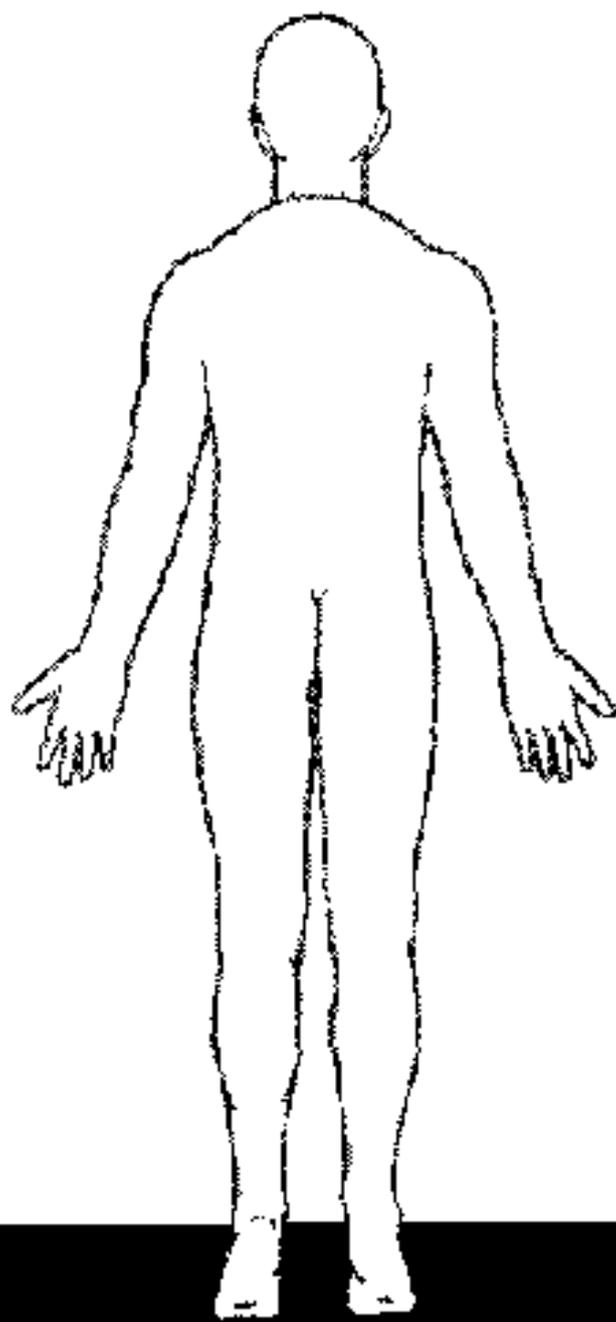
Pupil's Name: _____ d.o.b. _____	
Date: _____ Time: _____	
Member of Staff logging concern: (please print)	
Position:	
Note the reason(s) for recording the concern.	
Record the following factually:    Use the Body Map overleaf if useful  Use dates and times if known	Who?
	What?
	Where?
	When?
Offer an opinion where relevant (how and why might this have happened?)	

Substantiate the opinion. Note action taken, including names of anyone to whom your information was passed.          Signed: .....
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Appendix 13 Body Map



**Front**



**Back**

## **Appendix 14 Guidance For Staff on Monitoring Pupils**

When?

When there is concern in the school about:

- Marks on the body
- Unusual/different behaviour (including academic functioning)
- Mood changes
- Puzzling statements or stories by a pupil
- Information from others
- If requested by another agency e.g. following a case conference

Who should monitor?

- Teachers
- Other school staff
- Other staff in regular contact with the pupil

What should be monitored?

- Patterns of attendance
- Academic progress
- Changes of mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present
- Multi agency reports, case reviews etc.

