Brooklands Primary School

Perseverance *Respect* *Honesty* *Friendship*

Safeguarding Policy

Date written	Authorised by	Review Date
September 2024	Governors	September 2025

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The policy is provided to all staff at induction alongside our Staff Code of Conduct and Whistleblowing Policy. In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2024), and sign a declaration to say they have read, and understood, this.

'Keeping Children Safe in Education', DfE (2024)

The model policy was revised to reflect the changes in national guidance as a consequence of the publication of revisions to 'Keeping Children Safe in Education'. This guidance became statutory on 1st September 2024 and all schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

In accordance with the guidance, governing bodies and proprietors of independent schools and colleges should ensure that the school or college's safeguarding policy is:

1. *publicly available via the school website or by other means;*
2. *provided to all staff at induction along with a staff code of conduct.*

Governing Bodies and Proprietors should also ensure that all staff have read Part One and Annex A of 'Keeping Children Safe in Education' (2024) and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of this guidance.

The revised guidance also states that Governing Bodies and proprietors should provide staff with the opportunity to contribute to and shape safeguarding arrangements and child protection policy. It is recommended that schools and colleges consult staff on proposed changes to the safeguarding policy and seek their views on how arrangements could be further strengthened.

Guidance on Writing a Safeguarding Policy

Sections 157 and 175 of the Education Act 2002 place a statutory duty on governing bodies of maintained schools and proprietors of independent schools, free schools and academies to have arrangements in place to ensure that they safeguard and promote the welfare of children. As part of these arrangements schools need to have a safeguarding and child protection policy and procedures in place which are followed by all staff and volunteers, reviewed annually by the Governing Body and adhere to statutory requirements and Local Authority guidance.

Updates and guidance

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

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

Working together to safeguard children, DfE (2018)

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

Keeping children safe in Education, DfE (September 2024)

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 2018)

1 INTRODUCTION

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

1.2 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.

1.3 The Headteacher or, in their absence, the Deputy Head, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

1.4 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 Brooklands Primary School. This policy complements and supports other relevant school and Local Authority policies.

1.5 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 (2018)', Brooklands Primary School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2 ETHOS

2.1 Brooklands Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued, know who to speak to if they have a concern and that they will be listened to and taken seriously.

2.2 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 wellbeing, 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.

2.3 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.

2.4 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 an 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.

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

3 THE CURRICULUM

3.1 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.

3.2 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.

3.3 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.

3.4 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, contact forms, peer support, Place2Talk invitations and SEALs resources.

3.5 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).

4 KEEPING RECORDS

4.1 Brooklands 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 25th 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.

4.2 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.

5 ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	John Beith (Headteacher)	07977 228556
Deputy Safeguarding Lead	Tom Shrimpling (Deputy Headteacher)	07793 047458
Named Safeguarding Governor	Anne Madden	07811 591414
Chair of Governors	Anne Madden	07811 591414

5.1 The Headteacher of Brooklands Primary School will ensure that:

1. 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.
2. Safe recruitment and selection of staff and volunteers is practiced.
3. At Brooklands Primary School the Headteacher is responsible for:
    i. -identifying a senior member of staff from leadership team to be the Designated Safeguarding Lead (DSL);
    ii. -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;

iii. Ensure that in the absence of both the DSL and deputy DSL that they are available via telephone in case of emergency
iv. DSL and deputy DSL's roles are clear in their job descriptions

4. 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.
5. All staff and volunteers receive appropriate training which is updated every three years.
6. All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
7. 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.
8. 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.
9. 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 who go missing from education, particularly on repeat occasions or whose parent/carer has expressed an intention to educate them at home. 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.

5.2 The Governing Body of the school will ensure that:

1. 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
2. A senior leader has Designated Safeguarding Lead responsibility
3. The school's safeguarding policy is reviewed annually and updated and the school complies with local safeguarding procedures
4. The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers
5. 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
6. There is a Safeguarding Policy together with a Staff Behaviour (code of conduct) Policy and a Whistleblowing Policy
7. 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
8. 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 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
9. On appointment, the Designated Safeguarding Lead undertakes interagency training at the appropriate level, and also undertakes an 'update' course every 2 years. In addition to formal training, the 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

10. Any weaknesses in Child Protection are remedied immediately
11. 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 Headteacher or if there is a conflict of issues in reporting it to the Headteacher.
12. Child Protection policies and procedures are reviewed annually and that the Child Protection Policy is available on the school website or by other means
    a. parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website
13. The 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 (RSE) and through online safety lessons as part of the computing curriculum
14. That enhanced DBS checks are in place for all governors and renewed whenever their term of office expires.
15. Our 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

5.3 The Designated Safeguarding Lead will:

1. Act as the first point of contact with regards to all safeguarding matters.
2. Attend up-dated training annually. Annually update the Section 175 Audit.
3. Provide relevant information to the LA on how the school carries out its safeguarding duties.
4. Provide support and training for staff and volunteers and make sure that the Designated Person receives TCSB approved refresher training every three years.
5. Ensure that the school's 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/)
6. Refer a child if there are concerns about possible abuse to the Local Authority, and act 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) – although Manchester LA currently use a telephone referral line
7. Keep copies of all referrals to MARAT and any other agencies related to safeguarding children.
8. Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
9. Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training.
10. Manage and keep secure the school's safeguarding records.
11. 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.
12. Liaise with the Headteacher about any safeguarding issues.
13. Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
14. 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/
15. 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.

16. Provide, with the Headteacher, 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)
17. During term time the designated safeguarding lead and/or a deputy will always be available (during school hours) for staff in the school 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 or any other relevant media.

5.4 Staff

1. All staff may raise concerns directly with Children's Social Care services
2. All staff must be aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school
3. All staff are aware that safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead or to the Headteacher
4. All staff are aware that safeguarding concerns about the Headteacher, DSL or DDSL should be made to the Named Safeguarding Governor or Chair of Governors
5. All members of staff and volunteers are provided with child protection awareness information at induction, including the school safeguarding statement so that they know with whom to discuss a concern
6. All members of staff are trained in and receive regular updates in online safety and reporting concerns
7. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

6 SAFER RECRUITMENT AND SELECTION OF STAFF

6.1 The school's recruitment and selection policies and processes adhere to the DfE guidance set out in 'Keeping children safe in education-Statutory guidance for schools and colleges' (September 2024)

6.2 The Headteacher 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)

6.3 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

6.4 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 June 2016 and January 2017)

- 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
- External companies using school premises are responsible for the safeguarding of pupils and adults in their care

7 WORKING WITH OTHER AGENCIES

7.1 Brooklands 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:

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

8 CONFIDENTIALITY AND INFORMATION SHARING

8.1 Staff should ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.

8.2 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)

9 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 school's safeguarding/child protection policy, staff code of conduct and the Government's statutory guidance 'Keeping Children Safe in Education (2024) (KCSIE)', demonstrating that they have understood the content. They will be given copies of our school's safeguarding policy along with the staff code of conduct and KCSIE 2024. All staff (including those who don't work directly with children) are expected to read these key documents (part one only of KCSIE 2024) and will sign to this effect when this has been done at the beginning of each academic year.

They will be informed who the Designated Safeguarding Lead (DSL) and Deputy DSLs are, and what their role is. They will also be provided with access to the safeguarding/child protection recording form/procedure and instruction as to operation of the relevant software (CPOMs): https://register.gotowebinar.com/recording/8078483980256149762

https://brooklandspri.sharepoint.com/:v:/s/StaffShare/ERZ4XtXp111Osct3VNWJ-PABMYWAnCZM2KNbzrOMLgNTzw?e=uJRtXj

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:

- Adverse Childhood Experiences (ACE)
- Bullying including cyber bullying
- Child Criminal Exploitation
- 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
- Initiation/hazing
- Hate
- Mental Heath
- Missing children and adults
- Child-on-child abuse
- Private Fostering
- Preventing Radicalisation
- Relationship Abuse
- Sexual abuse/harassment/violence
- Sharing of nudes and semi-nudes
- Spirit possession/witchcraft
- Trafficking
- Up-skirting

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.

10 RECORDING AND REPORTING CONCERNS

10.1 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:

1. Speak to the Designated Safeguarding Lead or the person who acts in their absence immediately
2. Agree with this person what action should be taken, by whom and when it will be reviewed
3. Record the concern using the school's safeguarding recording systems, making sure this is signed and dated.
4. All concerns about a child or young person should be reported **without delay** and recorded in writing using the school's agreed template

10.2 Child-on-child 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 and sharing of nudes and semi-nudes. 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 child-on-child abuse

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

1. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
2. children with SEN and disabilities can be disproportionally impacted by things like bullying - without outwardly showing any signs; and
3. communication barriers and difficulties in overcoming these barriers.

10.4 At Brooklands 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).

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

1. 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
2. There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies
3. 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.
4. The DSL will make referrals in accordance with Trafford Channel Procedures and will represent our school at Channel meetings as required
5. Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils

11 INFORMING PARENTS/CARERS

11.1 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.

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

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

12 DOMESTIC ABUSE

12.1 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.

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

12.3 Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

12.4 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.

12.5 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.

12.6 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/s are:

John Beith

Tom Shrimpling

13 FORCED MARRIAGE

13.1 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.

13.2 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.

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

14 CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

14.1 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.

14.2 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 wellbeing as well as relevant family related issues. This information will be shared with the parents/carers.

15 SAFER WORKING PRACTICE

15.1 The school/college 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.

15.2 The Headteacher 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's expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

15.3 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).

16 SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)

16.1 Brooklands 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/young person's safety will remain the priority of the school.

16.2 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.

16.3 Children/young people are not permitted to directly access items that do not belong to the school.

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

16.5 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

16.6 School will implement effective firewalls and filtering services to ensure that children only access acceptable content when using online resources. This services will ensure that a member of the senior leadership team will be alerted should inappropriate content be accessed, identifying the device number and time/date. School's current software provider is 'Smoothwall'. Smoothwall provides an instant alert to the DSLs of the device number, user login, time and screenshot of the content viewed/produced. School will receive an immediate phone call if the search related to suicidal ideation. This is communicated to parents via this policy and the school website.

Filtering and monitoring

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.

1. Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk
2. Ensure the use of a mobile phone does not detract from the quality of supervision and care of children
3. Ensure all mobile phone use is open to scrutiny
4. Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones
5. 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
6. 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 mobiles

To protect children we will ensure that the work mobile:

1. Is only used by allocated people
2. Is protected with a password and clearly labelled
3. Is stored securely when not in use
4. Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas
5. 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:

1. Are stored securely away from children and will be switched off or on silent whilst staff are on duty
2. Are not used to take pictures of the children attending the setting
3. Will not be used to take photographs, video or audio recordings in our setting
4. Are not used to contact parents or children except in the event of an emergency
5. Are not used by visitors upon entering the setting
6. Older children have signed consent from their parents giving permission for the child to have a mobile and agreeing that they will be 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:

1. Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays)
2. 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.)
3. Ensure that children are appropriately dressed, and only use the child's first name with an image
4. 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

5. Ensure where professional photographers are used DBS's, references and parental consent will be obtained prior to photographs being taken
6. Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice
7. 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/young 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 Headteacher or the DSL.

Any attempt by a child/young person to contact staff via such internet sites will immediately be reported to the Headteacher or DSL in order that appropriate advice can be given to the child/young person and their parents/carers regarding professional boundaries and the safety of the child/young person.

Sharing of nudes and semi-nudes

'Sharing of nudes and semi-nudes' 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, 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 'sharing of nudes and semi-nudes' but for the purposes of this policy sharing of nudes and semi-nudes is simply defined as:

1. Images or videos generated by children under the age of 18, or

2. of children under the age of 18 that are of a sexual nature or are indecent

3. These 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 sharing of nudes and semi-nudes and it is likely that no two cases will be the same. It is necessary to carefully consider these on a case-by-case basis. However, it is important that Brooklands 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 Deputy in the absence of the DSL) needs to be informed of any 'sharing of nudes and semi-nudes' 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.

Reported cases of sharing of nudes and semi-nudes will be dealt with using the school's usual safeguarding procedure(s).

Responding to sharing of nudes and semi-nudes in schools and colleges – UKCCIS Guidance

Sexting in schools and colleges UKCCIS .

(August 2016)

The following is a resume of the above non statutory advice. This advice replaces the previous document "Sharing of nudes and semi-nudes 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 sharing of nudes and semi-nudes by under-18s.

The UKCCIS guidance should be read alongside 'Keeping children safe in education' (2024). It should be followed unless there's a good reason not to do so.

There is no clear definition of 'sharing of nudes and semi-nudes'. 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.' (Sharing of nudes and semi-nudes 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 Headteacher 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 videoed 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.

17 CHILD ON CHILD ABUSE

Staff should recognise that children are capable of abusing their peers. Child on child 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:

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

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

LGBTQ+

The fact that a child or a young person may be LGBTQ+ (or gender questioning) is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum which is taught to children in all year groups.

18 CHILDREN MISSING IN EDUCATION

In light of the national drop in pupil attendance and number of pupils being home educated, there is a reinforced focus on Children Missing in Education (CME) and those home educated. School has a robust procedure in place to identify and intervene early if a child goes missing from education. This

includes monitoring attendance closely and following up on absences promptly to ensure the safety and well-being of the child. If a child is absent without explanation, school will follow the following process:

1. contact the parent via phone
2. contact the parent via email
3. contact the parent via letter
4. conducting a home visit
5. contact the local authority attendance team
6. contacting external agencies as appropriate (e.g. request a police welfare check, contact Trafford First Response)

If the family have a nominated social worker, they will also be contacted in the event of an absence from school.

School's attendance team meets monthly to review attendance data and agree any actions in line with school's attendance policy. School will also consider absence from school as an indicator of a range of safeguarding concerns, including neglect, abuse, exploitation, or involvement in criminal activity.

Attendance data is shared daily with the DfE through the Wonde portal.

School follows guidance from the local authority's attendance team in the event of a parent seeking to electively home educate their child in order for them to be added to their register.

19 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF, VOLUNTEERS AND CONTRACTORS

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

19.2 All allegations made against a member of staff (including supply) 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.

19.3 Training from TSCB is available three times a year – 'Safer recruitment and managing allegations of professional abuse, multi-agency course' – please see TSCB website.

19.4 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 (2024) 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 or by phone 912 5024/MARAT 912 5215

19.5 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 Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors and the LADO. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

19.6 The Headteacher 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.

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

19.8 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.

20 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.

21 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:

1. 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.

2. 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.

3. Improve inter-agency working to better safeguard and promote the welfare of children and young people.

4. If required Brooklands 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.

22 VOLUNTEERS

DBS Information-Volunteers

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

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

Governors

As of September 1st 2016, schools must obtain an enhanced DBS and barred list check for all governors.

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.

23 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.

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.

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);

Further Information on Safeguarding and Safeguarding Policies can be found on the TSCB Website at www.tscb.co.uk

APPENDICES

School Policies:

Statutory Policies relating to Safeguarding are:

1. Health and Safety policy
2. Central record of recruitment and vetting checks
3. Child protection policy and procedures
4. Statement of procedures for dealing with allegations of abuse against staff

Other relevant policies

1. Health and Safety
2. Attendance
3. Critical Incident Policy
4. Physical Interventions/Positive Handling
5. Managing safeguarding allegations against another pupil
6. Work Experience and Extended work placements
7. 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
8. Sex and Relationships Education,
9. Equal Opportunities,
10. ICT and Access to the Internet/online e safety
11. Extended Schools Activities,
12. Behaviour Management including fixed and short term exclusions,
13. Educational Trips and Visits, including overnight stays
14. First Aid
15. Meeting the needs of pupils with medical conditions
16. Whistleblowing
17. Special Educational Needs,
18. Toileting and Intimate Care,
19. Disability Discrimination,
20. Looked After Children,
21. Anti-bullying
22. Promoting British Values/Promoting fundamental British values through SMSC - Publications GOV.UK

TSCB Policies

1. Managing Allegations and Concerns Against Staff and Volunteers,
2. Forced Marriage,
3. Domestic Abuse,
4. Missing from Home and Care,
5. Private Fostering,
6. Child Sexual Exploitation,
7. Guns and Gangs,
8. E-Safety Policy.

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:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect (including Domestic Abuse)
5. Exploitation

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

1. Significant change in behaviour
2. Extreme anger or sadness
3. Aggressive and attention-seeking behaviour
4. Suspicious bruises with unsatisfactory explanations
5. Lack of self-esteem
6. Self-injury
7. Depression
8. Age inappropriate sexual behaviour
9. 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:

1. Must be regarded as indicators of the possibility of significant harm

2. 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)
3. 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:

1. Appear frightened of the parent/s
2. 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:

1. Persistently avoid child health promotion services and treatment of the child's episodic illnesses
2. Have unrealistic expectations of the child
3. Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
4. Be absent or misusing substances
5. Persistently refuse to allow access on home visits
6. 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:

1. An explanation which is inconsistent with an injury
2. Several different explanations provided for an injury
3. Unexplained delay in seeking treatment
4. The parents/carers are uninterested or undisturbed by an accident or injury
5. Parents are absent without good reason when their child is presented for treatment
6. Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
7. Family use of different doctors and A&E departments
8. 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:

1. Any bruising to a pre-crawling or pre-walking baby
2. Bruising in or around the mouth, particularly in small babies which may indicate force feeding
3. Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
4. Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
5. Variation in colour possibly indicating injuries caused at different times
6. The outline of an object used e.g. belt marks, hand prints or a hair brush
7. Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
8. Bruising around the face
9. Grasp marks on small children
10. 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.:

1. Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
2. Linear burns from hot metal rods or electrical fire elements
3. Burns of uniform depth over a large area
4. 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)
5. 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:

1. The history provided is vague, non-existent or inconsistent with the fracture type
2. There are associated old fractures
3. Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
4. 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:

1. Developmental delay
2. Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
3. Indiscriminate attachment or failure to attach
4. Aggressive behaviour towards others
5. Scape-goated within the family
6. Frozen watchfulness, particularly in pre-school children
7. Low self- esteem and lack of confidence
8. 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:

1. Inappropriate sexualised conduct
2. Sexually explicit behaviour, play or conversation, inappropriate to the child's age
3. Continual and inappropriate or excessive masturbation
4. Self-harm (including eating disorder), self- mutilation and suicide attempts
5. Involvement in prostitution or indiscriminate choice of sexual partners
6. 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:

1. Pain or itching of genital area
2. Blood on underclothes
3. Pregnancy in a younger girl where the identity of the father is not disclosed

4. 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:

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

2. **Consent** – agreement including all the following:
    1. Understanding that is proposed based on age, maturity, development level, functioning and experience
    2. Knowledge of society's standards for what is being proposed

3. Awareness of potential consequences and alternatives
4. Assumption that agreements or disagreements will be respected equally
5. Voluntary decision
6. Mental competence

3. **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:

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

neglect toolkit.docx

Child Sexual Exploitation

Statutory definition of Child Sexual Exploitation- updated in line with guidance in Working Together to Safeguard Children

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.

Signs include:

1. underage sexual activity

2. inappropriate sexual or sexualised behaviour
3. sexually risky behaviour, 'swapping' sex
4. repeat sexually transmitted infections
5. in girls, repeat pregnancy, abortions, miscarriage
6. receiving unexplained gifts or gifts from unknown sources
7. having multiple mobile phones and worrying about losing contact via mobile
8. having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
9. changes in their dress
10. going to hotels or other unusual locations to meet friends
11. seen at known places of concern
12. moving around the country, appearing in new towns or cities, not knowing where they are
13. getting in/out of different cars driven by unknown adults
14. having older boyfriends or girlfriends
15. contact with known perpetrators
16. involved in abusive relationships, intimidated and fearful of certain people or situations
17. hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
18. associating with other young people involved in sexual exploitation
19. recruiting other young people to exploitative situations
20. truancy, exclusion, disengagement with school, opting out of education altogether
21. unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
22. mood swings, volatile behaviour, emotional distress
23. self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
24. drug or alcohol misuse
25. getting involved in crime
26. police involvement, police records
27. involved in gangs, gang fights, gang membership
28. 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.

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:

1. FGM brings status/respect to the girl – social acceptance for marriage
2. Preserves a girl's virginity
3. Part of being a woman / rite of passage
4. Upholds family honour
5. Cleanses and purifies the girl
6. Gives a sense of belonging to the community
7. Fulfils a religious requirement
8. Perpetuates a custom/tradition
9. Helps girls be clean / hygienic
10. Is cosmetically desirable
11. 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

1. Child talking about getting ready for a special ceremony
2. Family taking a long trip abroad
3. 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)
4. Knowledge that the child's sibling has undergone FGM

5. Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

1. Prolonged absence from school and other activities
2. Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
3. Bladder or menstrual problems
4. Finding it difficult to sit still and looking uncomfortable
5. Complaining about pain between the legs
6. Mentioning something somebody did to them that they are not allowed to talk about
7. Secretive behaviour, including isolating themselves from the group
8. Reluctance to take part in physical activity
9. Repeated urinal tract infection
10. 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 settings /schools/colleges take action **without delay**.

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

1. the right to anonymity for victims
2. the offence of failing to protect a girl aged under 16 from the risk of FGM
3. the provision of Female Genital Mutilation Protection Orders (FGMPO); and
4. 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.
    1. NB For school staff this will occur from a disclosure and not a physical examination

Radicalisation

Brooklands 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:

1. Assessing the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology.

2. 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.)

3. Ensuring that clear protocols are in place so that any visiting speakers are suitable and appropriately supervised within school.

4. Ensuring that fundamental British values are promoted within the curriculum and extra-curricular activities and reflected in the general conduct of the school.

5. 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.

6. 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.

7. Protecting children from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

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

Information Sharing and General Data Protection Regulations

The school meets GDPR requirements; this includes transparency, increased rights given to individuals, compulsory notification of data breaches, grounds for processing, appointment of a data protection officer, demonstration of compliance, training and management.

Whilst this will not specifically be around safeguarding there is a definite and strong link.

In March 2015, the government published revised guidance: Information Sharing 2015. Many professionals are wary about sharing information and are concerned about breaching the Data Protection Action. This document is quite clear about sharing information and encourages practitioners to balance the risk of sharing with the risk of not sharing.

Everyone working with children must know the signs and symptoms of abuse and understand under what circumstances they are allowed to share information. Lord Laming emphasised that the safety and welfare of children is of paramount importance and highlighted the importance of practitioners feeling confident about when and how information can be legally shared.

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.

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

1. The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
2. The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
3. 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.
4. Pupils feel valued and are open and confident in their relationships with staff and one another.
5. Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

6. The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
7. Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
8. 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.
9. Appropriate Policies and Procedures are in place, understood and implemented by all staff.
10. The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
11. All staff involved in safeguarding liaises regularly to ensure continuity in the support they provide.
12. The school/setting has an identified person who administers medicines.
13. DBS checks are in place and regularly up-dated.
14. Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

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

STAFF TRAINING

19. The Leadership and Management of the school is trained in Safeguarding and is effective.
20. A Senior Designated Safeguarding Lead is nominated and receives regular training and has access to appropriate supervision.
21. Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

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

THE CURRICULUM

25. A social and emotional learning programme is effectively implemented by all staff and pupils.
26. The curriculum, organisation of learning and teaching, 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.
27. Staff expectations of pupil's behaviour, attendance and attainment are high.
28. 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.
29. 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

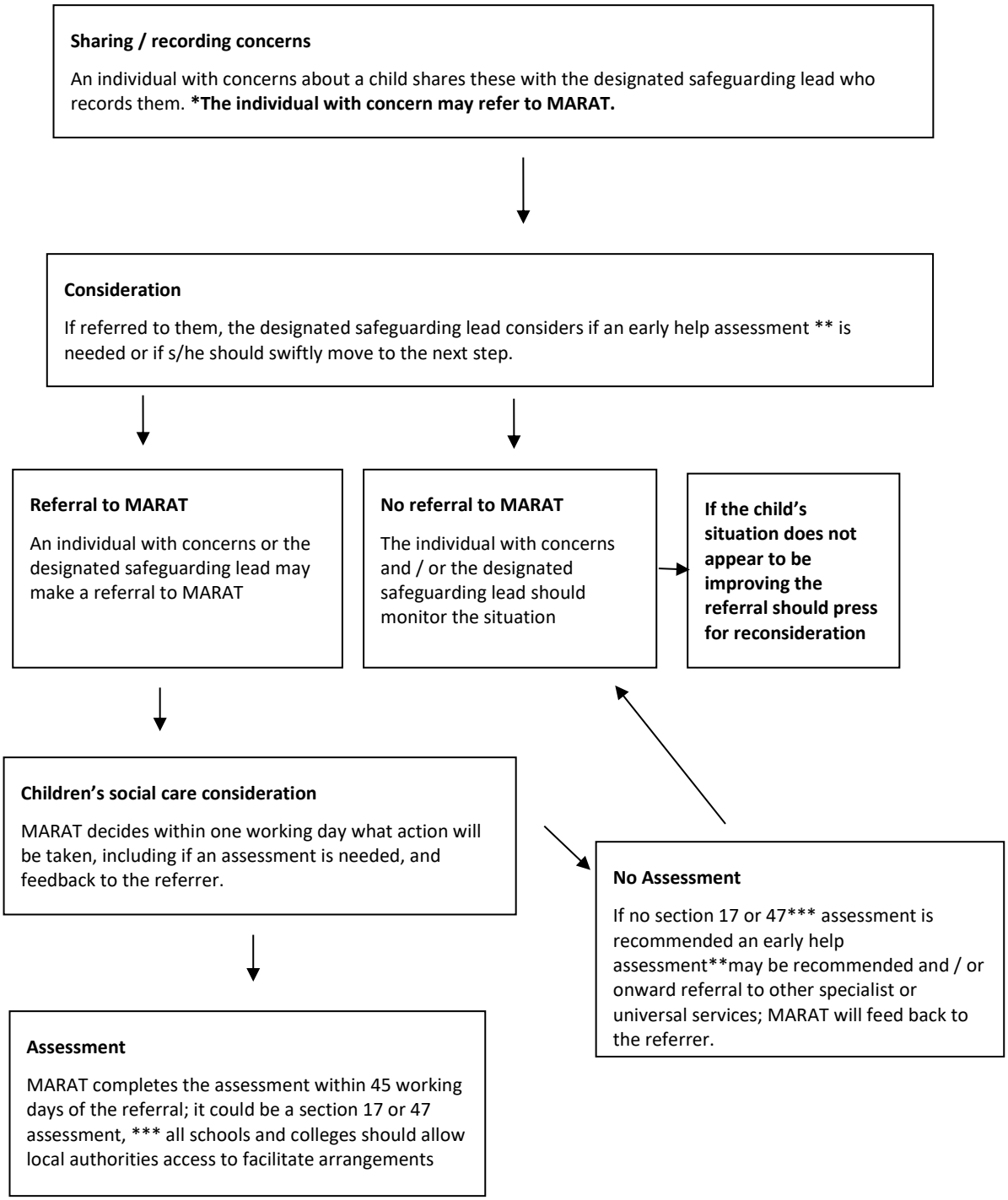
30. There is effective communication between the school staff, outside agencies and parents/carers.
31. Family intervention work is an integral part of the school's support for children and families.
32. The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
33. If school is closed or partially closed, every effort will be made by school to offer a place to those pupils who school consider are a safeguarding concern. This may not be possible in the event of a whole school closure. School will maintain regular contact via telephone/video call with pupils who are isolating due to their own illness.
34. The school does not exclude pupils but tries to find alternative ways of supporting them.
35. 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.

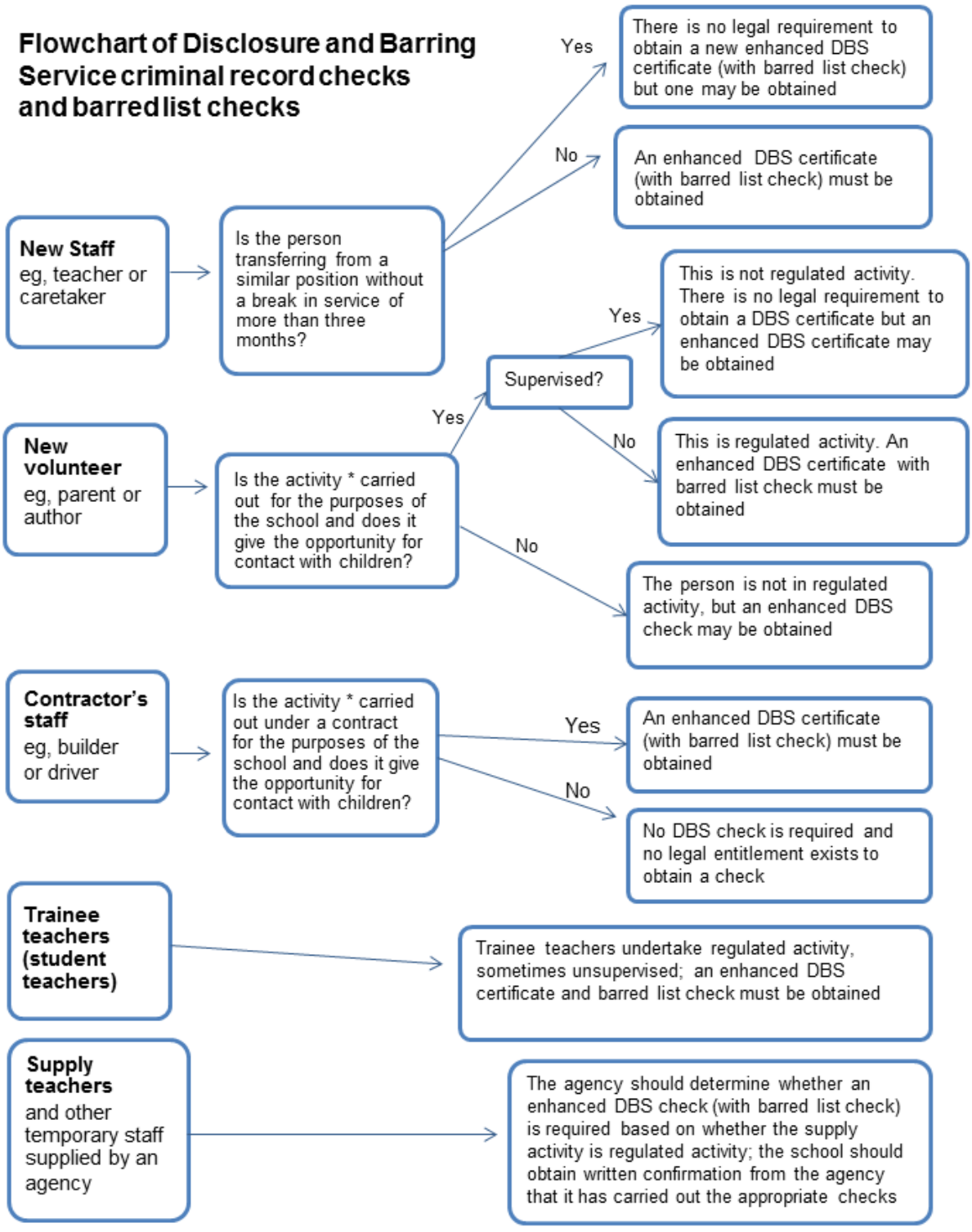
Anybody can make a referral



*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.

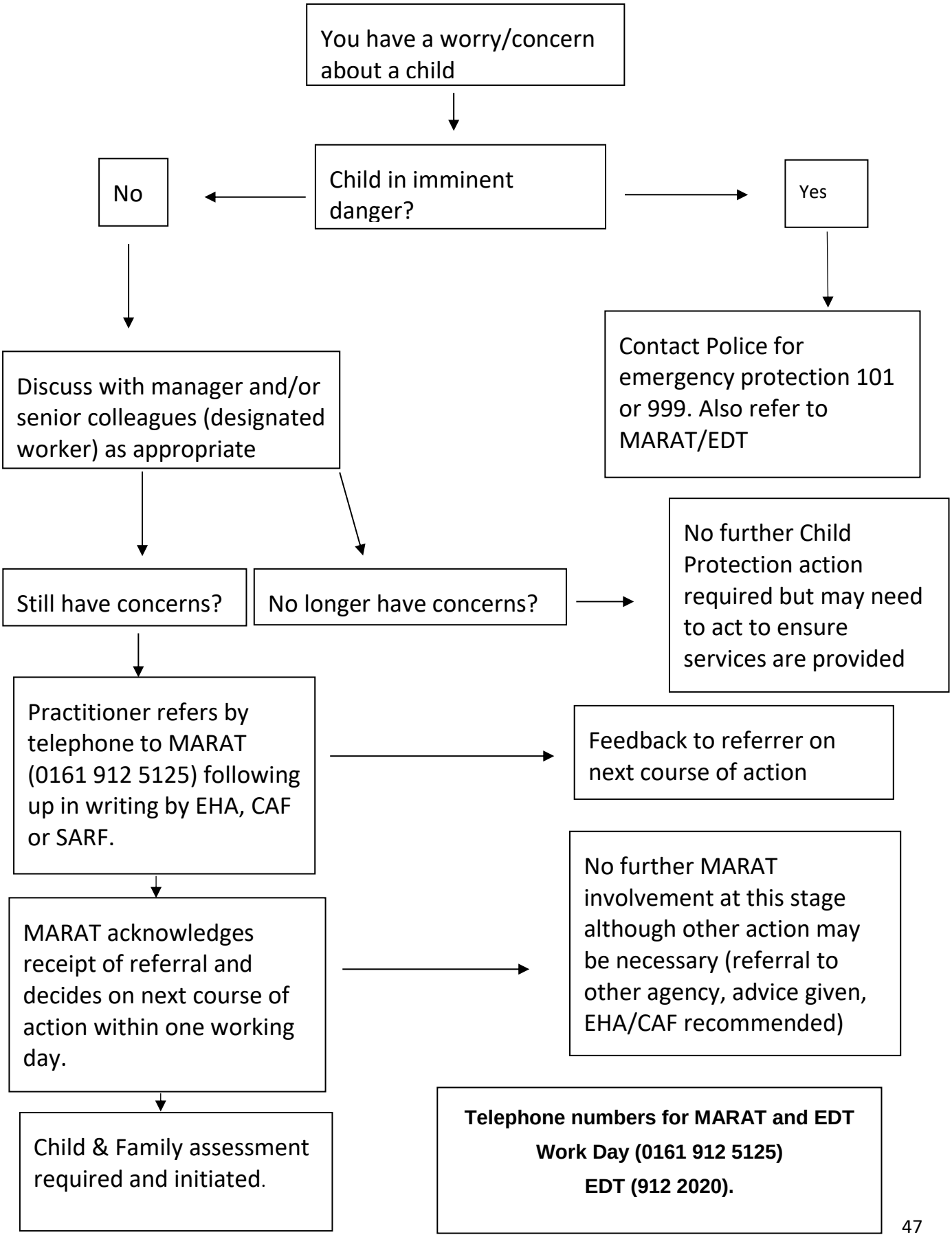
ALL STAFF AND GOVERNORS TO BE AWARE OF THE ABOVE FLOWCHART.



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

Appendix 8

MARAT FLOWCHART



Appendix 9

LINKS

Multi Agency Threshold Guidance

http://www.tscb.co.uk/docs/threshold-guidance-november-2013.pdf

Single Agency Referral Form (SARF)

http://www.tscb.co.uk/docs/trafford-single-agency-referral-sarf-procedures.pdf

Early Help

http://www.tscb.co.uk/procedures/early-help-and-multi-agency-working.aspx

Threshold-Table-V2 Early Help.pdf

Useful contacts

MARAT 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

channel.project@gmp.police.uk

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.safeguardinginschools.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/
- Child-on-child abuse: http://cultureofsafety.thesilverlining.com/childcare/peer-abuse/
- Sharing of nudes and semi-nudes: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sharing of nudes and semi-nudes/
- Sharing of nudes and semi-nudes from Child line: https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sharing of nudes and semi-nudes/
- Domestic Abuse app and video: http://www.safeguardingchildrenea.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.safeguardingchildrenea.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.
- http://www.nspcc.org.uk/inform

Documents and Guidance

- https://www.gov.uk/government/publications/keeping-children-safe-in-education--2024 (September 2024)
- 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)

- 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.safeguardinginschools.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/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
- '*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
- Signs of abuse: https://www.safeguardinginschools.co.uk/free-safeguarding-posters/
- CSE: http://www.safeguardingchildrenea.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
- Anxious Child Booklet: 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
- Doodle Downloads: 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
- Forced marriage: http://www.safeguardingchildrenea.co.uk/resources/awareness-of-forced-marriage-register-for-training/
- CSE: http://www.safeguardingchildrenea.co.uk/safeguarding-news/keep-them-safe/
- CSE: https://www.seenandheard.org.uk/
- Self-harm: http://www.safeguardingchildrenea.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.safeguardinginschools.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
- 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
- Dementia: http://www.e-lfh.org.uk/programmes/dementia/open-access-sessions

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. *(Definition provided by Working Together 2015)*
Accommodation	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.
Allocated case	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.
Assessment	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.)
Care order	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).
Child	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.
Child in need	Section 17 (10) of the Children Act 1989 defines a child in need as a child who, without the provision of local authority services: a) Who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services to them by a local authority b) Whose health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or c) They are disabled, 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.
Child protection	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. *(Definition provided by Working Together 2015)*
Child protection enquiry	Where a local authority: (a) are informed that a child who lives, or is found, in their area

	(i) is the subject of a emergency protection order, or (ii) is in police protection; and (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 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.
Child Sexual Exploitation (CSE)	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, gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities.
Children	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. *(Definition provided by Working Together 2015)*
Child and Family Assessment	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.
County Lines	County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs.
Disclosure and Barring Service (DBS)	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). The DBS is responsible for: 1. processing requests for criminal records checks 2. deciding whether it is appropriate for a person to be placed on or removed from a barred list 3. placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland
Duty children's social worker	Professional from the Children's Social Care team that receives and responds to all child concern referrals – in office hours.
Emergency duty team (EDT)	A social work team providing an out of hours social care service for Trafford.
Emergency Protection Order	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).

Enquiry checks	Checks made of agencies involved with a child for Section 47 child protection investigation purposes.
Impairment of health and development	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.
Integrated Children's System (ICS)	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.
Local Safeguarding Children Board (LSCB)	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: 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 b) to ensure the effectiveness of what is done by each such person or body for those purposes.
MARAT	Multi Agency Referral and Assessment Team
Nominated safeguarding children adviser	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.
Parent	Parent or carer of a child.
Parental Responsibility	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.
Police Powers of Protection (Section 46) (PPO)	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).
Private Fostering	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.
Referral	A request for services to be provided by a local authority. A case can become current only after a referral has been made.
Regulated Activity with Children	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

Risk to child	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).
SARF	Single Agency Assessment Form
Safeguarding and promoting the welfare of children	Defined for the purposes of this guidance as: 1. protecting children from maltreatment; 2. preventing impairment of children's health or development; 3. ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and 4. taking action to enable all children to have the best life chances. *(Definition provided by Working Together 2015)*
Section 17	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.
Section 47 Enquiry	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.
Senior Manager	Manager in any agency above first line manager.
Serious Case Review	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.
Sharing of nudes and semi-nudes	Sharing nude or semi-nude images and/or videos
Social Worker or Child's Social Worker	Social work qualified professional with case responsibility.
Staff / staff member	Any individual/s working in a voluntary, employed, professional or unqualified capacity, including foster carers and approved adopters.
Working Together	Working Together to Safeguard Children 2018 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.