



Trafford Strategic  
Safeguarding Partnership

**Kings Road Primary School**



# **Safeguarding and Child Protection Policy**

**September 2025 – August 2026**

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## Version Control

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## 1. Foreword by Darren Morgan, Headteacher

1. Every member of staff is focused on developing and maintaining a 'culture of vigilance' to ensure children and learners are protected and feel safe, and that signs and symptoms of abuse are picked up, thus the opportunity for those wishing to cause harm to children is drastically reduced.

## 2. Purpose and principles

1. The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Kings Road, (hereinafter referred to as 'the school') have in place for safeguarding and promoting the welfare of its pupils/students. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.
2. This policy:
  - i. has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2025, and any other relevant UK legislation and government guidance.
  - ii. applies at all times when the school is providing services or activities directly under the management of the school staff.
  - iii. is publicly available on the school's website, and a printed copy can be made available via the school office.
  - iv. Reflects Trafford Strategic Safeguarding Partnership Multi-agency safeguarding arrangements.
3. This policy is consistent with all other relevant policies adopted by the Governors and should in particular be read in conjunction with the relevant policies relevant to the safety and welfare of children:

## 3. Key information

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

Name	Role
Mr Peter O'Keefe	Chair of Governing Body Contact Telephone: 0161 881 3571 Contact Email: admin@kingsroadschool.co.uk
Mrs Rosie Trotter	Nominated Governor for Safeguarding Contact Telephone: 0161 881 3571 Contact Email: admin@kingsroadschool.co.uk
Mr Darren Morgan	Headteacher Designated Safeguarding Lead (DSL) Contact Telephone: 0161 881 3571 Contact Email: admin@kingsroadschool.co.uk
Miss Leah Grimsley	Deputy Designated Safeguarding Lead (DDSL) Contact Telephone: 0161 881 3571 Contact Email: admin@kingsroadschool.co.uk
Mrs Joanne Whiteside	Deputy Designated Safeguarding Lead (DDSL) Contact Telephone: 0161 881 3571 Contact Email: admin@kingsroadschool.co.uk

Name	Role
Mr Darren Morgan	Designated Teacher (Pupils who are looked after) Contact Telephone: 0161 881 3571 Contact Email: admin@kingsroadschool.co.uk
Mr Darren Morgan	Senior Mental Health Lead Contact Telephone: 0161 881 3571 Contact Email: admin@kingsroadschool.co.uk

2. All staff working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team. This person has the appropriate status and authority within the school to carry out the duties of the post.
3. The Designated Safeguarding Lead is also the first point of contact for external agencies that are carrying out Child Protection investigations and safeguarding enquiries.
4. The Designated Safeguarding Lead co-ordinates the schools representation at multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. The DSL is also responsible for their schools contribution and commitment to any plans, team around the family and core groups or other assessment. These meeting include:
  - i. Team around the Family Meetings (Early Help)
  - ii. Strategy Discussions
  - iii. Child in Need Meetings
  - iv. Initial Child Protection Conferences
  - v. Review Child Protection Conferences
  - vi. Multiagency Risk Assessment Conferences (MARAC)
  - vii. Trafford Team Together (TTT) Meeting
5. The Designated Safeguarding Lead will also ensure the submission of written reports for relevant multi-agency meetings (relevant meetings named above).
6. When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding whether or not this should be reported to other agencies as a safeguarding issue, or whether a single agency response would be more appropriate and proportionate (Early Help – Level 2 of the Level of Need).
7. If the school identifies emerging needs or if emerging needs are identified by other professionals, and/or the family themselves and the school is best placed to provide a single agency response to the presenting need(s), we will do so under the banner of Early Help. We will utilise our internal support network of our Child and Families Mentor and document the Early Help provided on our own internal systems. This is just for cases that are at Level 2 of the Level of Need
8. When engaging other services outside of our school to form part of a Team around the Family, we will utilise Trafford's Early Help Assessment<sup>1</sup> to ensure this is formalised in a consistent way for all agencies involved at that point. Where necessary the school will complete an Early Help Assessment to identify specific needs that require the assistance of other services outside of the school.
9. Arrangements are in place to ensure that at least one person who is a trained designated safeguarding professional is available when children are taking part in school led activity, this includes before and after school clubs and other extra-curricular activities, both during and out of term time. All school staff know that they can contact the DSL on his personal mobile or his or the

<sup>1</sup> Trafford's Early Help Assessment is an assessment of emerging and existing needs of a child and/or their family to ascertain their strengths and development needs, in addition to forming an action plan to manage any risk and to deal effectively with the emerging and/or existing needs to ensure they have the best possible outcome without the need to escalate to statutory services.

DDSL'S email address at any time, parents can contact the DSL via the 'Comments Clicker' button on the school website.

10. If a child is in immediate danger, contact will be made with the police via 999.
11. If a child is identified as a Child in Need or a child at risk of or being subjected to significant harm, a referral will be made to Trafford Children's First Response<sup>2</sup> via the online referral form.
12. Whilst any professional can make a referral to children's social care, in school we expect all staff where practically possible to always discuss their concerns with the designated safeguarding lead first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency they are expected to feedback to the designated safeguarding lead as soon as practically possible thereafter. All relevant contact details for children's social care are shared with staff via our staff safeguarding notice board, in their induction and in Appendix 4 of this policy.
13. All verbal conversations that take place regarding safeguarding concerns, discussion and decisions made will promptly be recorded in writing via CPOMS.
14. Where there is a safeguarding concern the school ensures the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

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<sup>2</sup> Trafford Children's First Response is the Front Door to Children's Services in Trafford Council. It comprises of Children's Social Care, Intensive Family Support, Police, Health and Mental Health, IDVA support and a Specialist Education Practitioner.  
Template Safeguarding & Child Protection Policy for Schools

#### 4. Creating a Safeguarding Culture

1. It is important to us at the school that all children feel safe and supported in our setting.
2. Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in the school to best protect our students, and staff.
3. All staff are aware of the categories of abuse, which are:



4. All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition of one label alone. In most cases, multiple issues will overlap with one another.
5. The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse.
6. Staff are also made aware of other key safeguarding topics that, these are:

Abuse in intimate personal relationships	Bullying & Cyberbullying	Child on Child abuse	Child Sexual Exploitation	Children with SEN and/or disabilities	Consensual and non-consensual sharing of nude/semi-nude images
Contextual	Criminal Exploitation 'County Lines'	Domestic Abuse	Early Help	Female Genital Mutilation	Gangs & Youth Violence
Hate	Initiation/hazing type violence and rituals	Mental Health	Preventing Radicalisation & Extremism	Private Fostering	Relationship Abuse
Serious Violence	Sexual Harmful Behaviour	Sexual Violence and sexual harassment	Misinformation	Disinformation	Conspiracy theories
	So-called 'honour' - based abuse	Trafficking	Upskirting (which is a criminal offence)	Extermism	

7. The definitions of the above can be found in the glossary. Information and learning relating to the above topics is made available in school, but staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the 'Staff learning and development' section of this policy.
8. The school recognises children as victims of Domestic Abuse Act 2021 following the recognition in the Domestic Abuse 2021, whereby a child is a victim if they see or hear, or experience the effects of, the abuse.
9. Operation Encompass is an agreement between Greater Manchester Police and schools within Trafford. This agreement facilitates the sharing of information relating to domestic incidents where children live or frequent. A flowchart explaining the process for sharing information through Operation Encompass can be found in [Appendix 1](#).
10. In addition to schools receiving information on domestic abuse from Greater Manchester Police (GMP) through Operation Encompass, schools will also be invited to Trafford's Multi-Agency Risk Assessment Conference (MARAC) for any high risk identified cases. Schools are encouraged to attend MARAC for the cases which are known to them and share relevant information to multi-agency partners.
11. Schools are encouraged and expected to assess risk when there is a concern and/or disclosure of domestic abuse from a pupil and/or family member. Safelives have provided guidance on how to complete a Children and Young Persons Domestic Abuse Stalking Harassment (DASH) Risk

Identification Checklist (RIC). Schools are encouraged to familiarise themselves with this risk assessment and implement when appropriate. The guidance can be found in [Appendix 11](#).

12. Trafford schools also have access to specialist Domestic Abuse training on DASH RIC and Managers Training through Trafford Domestic Abuse Service (TDAS). Schools are expected to attend and implement the learning from these training sessions to effectively safeguard victims of domestic abuse.
13. Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - [NSPCC website](#). The school recognises and adheres to its mandatory duty<sup>3</sup> to report any suspected or known cases of FGM about a female under 18 years old to the police.
14. If a member of staff becomes aware of a private fostering arrangement, they will notify the Designated Safeguarding Lead or their deputy as soon as possible. All known or suspected Private Fostering Arrangements will be reported to children's social care in the area where the child resides. Private Fostering is defined in the glossary.
15. All cases of known or suspected 'Honour-based' Abuse will be reported via the schools' normal channels and the appropriate professional advice sought and external referrals completed.
16. All staff recognise that children are capable of abusing their peers (including online). Incidents of child-on-child abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools Child on Child abuse policy and/or behaviour policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be. The schools Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.
17. In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. We incorporate healthy relationships, people who help us, British values etc. in to our curriculum time in an age appropriate way for the year groups in school, and with consideration that a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children. Also from September 2021 we have included Relationships Education and Health Education in the school timetable, in line with DfE guidance and the national curriculum.
18. When incidents of sexual violence and sexual harassment occur the schools response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required to put a proportionate and supportive package of care in place for those affected.
19. The school adopts the UK Council for Child Internet Safety guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people' in respect of our response to sharing of indecent images. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in [Appendix 6](#).
20. Online safety and our approach to it is reflected in our IT/Online Safety policy which, amongst other things, includes appropriate filtering and monitoring on school devices and school networks, and considers the 4Cs (Content, Contact, Conduct and Commerce).
21. All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in [Appendix 3](#).
22. Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in

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

- confidentially. These are to be documented on CPOMS with the DSL, DDSL, being notified. For any serious concerns, this is to be immediately followed up with a conversation with the DSL, DDSL.
23. All information is handled in accordance with the school's Information Sharing/Management Policy, which is written in line with HM Government guidance – 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018', and the 7 principles of information sharing within that document.
  24. Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect.
  25. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.
  26. See the school website for full details of the curriculum.
  27. Instances of children who are missing or absent from education are dealt with under the schools children missing from education policy, which sets out the schools approach to tackling this issue, and the steps school will take when a child has poor attendance and/or are regularly missing.
  28. To assist with the above and other incidents, the school will request two emergency contacts for each child to ensure school have other means of contacting a key adult, should one be unavailable for any reason.
  29. The school takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (The Prevent Duty), and we have created a culture which embraces the fundamental 'British values'. To ensure compliance with the Prevent Duty, the school:
    - i. Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
    - ii. Build resilience and capacity in the students by promoting the fundamental British values and enabling them to voice and challenge views in a safe space
  30. Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
  31. Build resilience and capacity in the students by promoting the fundamental British values and enabling them to voice and challenge views in a safe space
  32. The school understands that children with needs and disabilities can face additional safeguarding challenges, and staff constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties aren't straight away related to the special educational need or disability, and that staff are considering the risk of abuse or neglect just as much.
  33. Keeping our children safe in out-of-school settings where services or activities are provided separately by another body, we will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate
  34. Every Local Authority has a Virtual School Head who has statutory duties in promoting the education of looked after children, previously looked after children and children in need. It is the responsibility of the Designated Teacher and Designated Safeguarding Lead to ensure that any Virtual School which oversees the education of children at their school has updated contact details. More information can be found in Appendix 13
  35. Children who are lesbian, gay, bisexual or gender questioning are subject to be part of a safe environment where questions are not discouraged. (Support on this area for professionals is expected to be provided by the DfE this term.
  36. In line with updated RSHE guidance staff should pursue opportunities to teach safeguarding. Pupils' stages of development should be taken into account. In line with the updated RHSE guidance children should be supported to develop skills that form the building blocks of all positive relationships, to be kind in relationships, to be confident to and know how to report concerns about abusive relationships and to know that victims of harassment and/or abuse are not at fault.

37. Kings Road ensures that internet usage is as safe as is reasonably possible, including process of monitoring, filtering and use of Artificial Intelligence.
38. Written record of safeguarding will be obtained from Alternative Provision if Kings Road Pupils attend. This includes evidence of appropriate safeguarding checks, changes that may put a child at risk and always knowing where the child is located. Safeguarding concerns will result in immediate review and possible termination of the placement.

## 5. Staff learning and development

1. Learning about safeguarding is given a high priority at the school. Expertise is extended effectively and internal capacity is built up through performance management. Managers ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site. Staff working at our school maintain an attitude of **'it could happen here'** where safeguarding is concerned, and when concerned about the welfare of a child, staff always act in the **best interests of the child**.
2. All new staff to the school have a comprehensive induction, this includes reading and understanding:
  - i. Information sharing: advice for practitioners who are providing safeguarding services
  - ii. Part one and Annex A of 'Keeping children safe in education 2025'
  - iii. School Behaviour Policy
  - iv. School Policy for Children Missing/Absent from Education
  - v. Staff Behaviour Policy
  - vi. This Safeguarding & Child Protection Policy
  - vii. 'What to do if you're worried a child is being abused' guidance
  - viii. The role of the designated safeguarding lead
  - ix. Trafford's Early Help process
3. Designated staff are trained in specialist areas of work, such as:
  - i. Designated Safeguarding Lead
  - ii. Mental Health Champion
  - iii. Domestic Abuse Champion etc.
  - iv. Designated Teacher for Looked After Children
4. A variety of learning materials on safeguarding are made available in school to ensure staff continually develop their understanding and practice around safeguarding, these include:
  - i. TSSP Termly Safeguarding in Education Bulletins
  - ii. TSSP Multi-Agency Learning and Development Programme
  - iii. TSSP Bulletin
  - iv. Leaflets
  - v. Mentoring
  - vi. Online learning
  - vii. Posters in the staff room detailing referral processes and key topics

- viii. Shadowing
  - ix. Staff handbook
  - x. Staff induction pack
  - xi. Standing agenda item staff meetings
  - xii. In-house training
  - xiii. Video
  - xiv. Workbooks
  - xv. NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors
5. All learning and training is documented as part of the member of staff's personnel file, which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place. A blank copy of this form can be found in Appendix 7.
  6. Safeguarding is always re-visited at least on an annual basis in staff performance management sessions, to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.
  7. All staff should know what to do if a child tells them they are being abused, exploited or neglected including child on child abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
  8. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
  9. All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
  10. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
  11. All training events are offered out to all volunteers working in school and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.
  12. As and when required, other external agencies may be consulted to assist with staff learning and development.

## **6. Safer Recruitment**

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

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

2. A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the schools single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file.
3. Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate.
4. Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and the need to treat information confidentially.
5. All contracts with supply agencies are specific about what checks and evidence is needed to be completed before any individual commences work at the school, and that they will be expected to present identification upon arrival.
6. More information can be found in [Appendix 2](#) relating to when a barred list check would be carried out.
7. References will always be sought before confirming a person's appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.
8. Teacher's safeguarding records will be assessed.

## **7. Managing allegations against professionals who work with children**

1. All concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors are dealt with in line with the school's Managing Allegations Policy.
2. An allegation is any information which indicates an adult who works with children and young people under 18 (paid or voluntary staff) may have:
  - i. Behaved in a way that has harmed a child, or may have harmed a child;
  - ii. Possibly committed a criminal offence against or related to a child;
  - iii. Behaved towards a child or children in such a way that indicates he or she may pose a risk of harm to children; or
  - iv. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
3. This applies to any child the member of staff has contact with in their personal or professional life.
4. All staff are reminded of the schools Whistleblowing Policy, which may be found on the school website.
5. The NSPCC whistleblowing details are at [Appendix 4](#).

6. Allegations regarding members of staff at the school must be reported immediately to the headteacher or principle, or in their absence the deputy headteacher. The designated safeguarding lead will talk through your concerns even though you may feel uncomfortable doing this in relation to a colleague. In addition if you feel you may be at risk of an allegation then self-report the issue as you may find yourself in a difficult situation.
7. Any allegations concerning the headteacher should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.
8. Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day. Contact details for the LADO for Trafford can be found in [Appendix 4](#).
9. Initial discussions with the LADO will consider the nature of the allegation and next steps.
10. Whilst the setting does not directly employ supply staff, we will ensure allegations are dealt with properly. In no circumstances will our setting decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing Body will discuss with the agency as to whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
11. The setting will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.
12. The Managing Allegation policy sets out the procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. Or where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).
13. There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
  - i. engaged in relevant conduct in relation to children and/or adults,
  - ii. satisfied the harm test in relation to children and/or vulnerable adults; or
  - iii. been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. The DBS will consider whether to bar the person.
14. Where a school or sixth form college teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

## **8. Controlling access to school premises**

1. Schools can bar someone from the premises if they feel that their behaviour poses a risk to staff or pupils. It's enough for a member of staff or a pupil to feel threatened.
2. The school should tell an individual that they've been barred or they intend to bar them, in writing. Letters should usually be signed by the headteacher, though in some cases the local authority may wish to write instead. The individual must be allowed to present their side.
3. A school can either:
  - i. bar them temporally, until the individual has had the opportunity to formally present their side; or
  - ii. tell them they intend to bar them and invite them to present their side by a set deadline.

4. After the individual's side has been heard, the school can decide whether to continue with barring them. The decision will be reviewed within a reasonable time, decided by the school.
5. The Department for Education (DfE) does not get involved in individual cases.
6. We don't knowingly allow any person on to school grounds who:
  - i. is a convicted sex offender, subject to the notification requirements of the Sexual Offences Act 2003; or
  - ii. is subject to a Risk of Sexual Harm Order, Sexual Risk Order or Child Abduction Notice.
7. If you don't disclose relevant information relating to the above about yourself, and it later becomes known to us, we reserve the right to require that you leave the school site.

## 9. Glossary

Term	Meaning
A Child	A person who has not yet reached their 18 <sup>th</sup> birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> <li>• repeated</li> <li>• intended to hurt someone either physically or emotionally</li> <li>• often aimed at certain groups, for example because of race, religion, gender or sexual orientation</li> </ul>
<a href="#">Child abuse linked to faith or belief (CALFB)</a>	Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in: <ul style="list-style-type: none"> <li>• Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)</li> <li>• The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)</li> <li>• Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies</li> <li>• Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.</li> </ul>
Child on Child Abuse	Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to): <ul style="list-style-type: none"> <li>• bullying (including cyberbullying, prejudice-based and discriminatory bullying)</li> <li>• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')</li> <li>• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)</li> </ul>

Term	Meaning
	<ul style="list-style-type: none"> <li>• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)</li> <li>sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse</li> <li>• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party</li> <li>• consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>11</sup> (also known as sexting or youth produced sexual imagery)</li> <li>• upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and</li> <li>• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).</li> </ul>
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	<p>SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.</p>
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
County Lines	County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	<ol style="list-style-type: none"> <li>1. Domestic abuse, or domestic violence, is defined across Government as “any incident, or pattern of incidents, of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 and over who are or have been intimate partners or family members, regardless of gender and sexuality.</li> <li>2. This can encompass, but is not limited to, the following types of abuse: <ul style="list-style-type: none"> <li>• Psychological</li> </ul> </li> </ol>

Term	Meaning
	<ul style="list-style-type: none"> <li>• Physical</li> <li>• Sexual</li> <li>• Financial</li> <li>• Emotional</li> <li>• Harassment and Stalking</li> <li>• Controlling behaviour</li> <li>• Coercive control               <ol style="list-style-type: none"> <li>1. Controlling behaviour is: a range of acts designed to make a person subordinate and/ or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of them of the means needed for independence, resistance and escape and regulating their everyday behaviour.</li> <li>2. Coercive behaviour is: an act or a pattern of acts of assault, threats humiliation and intimidation or other abuse that is used to harms, punish, or frighten their victim. This includes issues of concern to black and minority ethnic (BAME) communities such as so-called 'honour based' violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to on gender or ethnic group</li> </ol> </li> </ul>
Early Help	<p>Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.</p>
Emotional Abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
Female Genital Mutilation (FGM)	<p>Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.</p>
Gangs & Youth Violence	<p>Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>

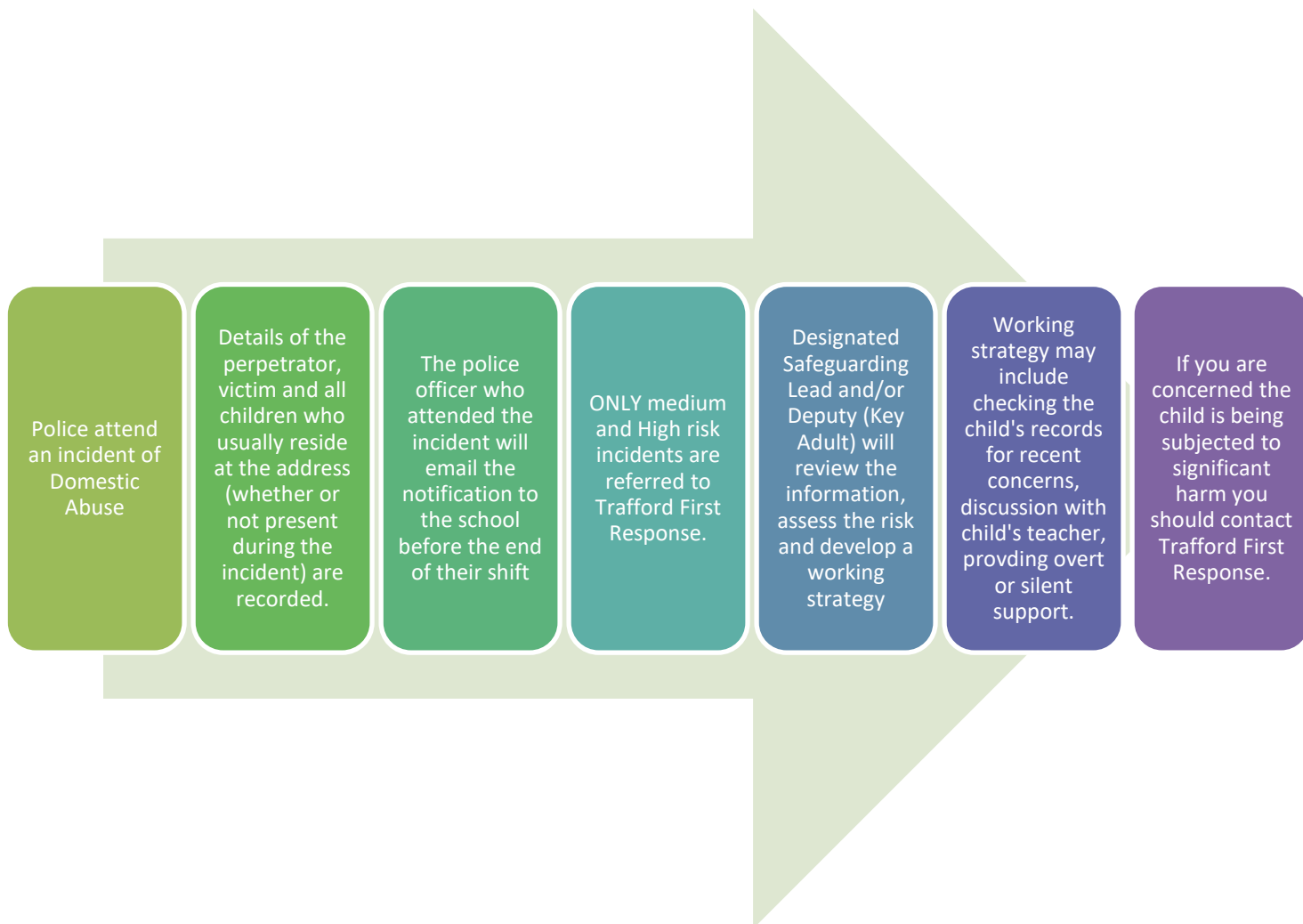
Term	Meaning
Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> <li>• disability</li> <li>• race</li> <li>• religion</li> <li>• transgender identity</li> <li>• sexual orientation.</li> </ul>
Honour-based violence	<p>Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.</p>
Consensual and non-consensual sharing of nude/semi-nude images	<p>Taking, making, sharing and possessing indecent images and pseudo-photographs of people under 18 is illegal.</p> <p>A pseudo-photograph is an image made by computer-graphics or otherwise which appears to be a photograph.</p> <p>This can include:</p> <ul style="list-style-type: none"> <li>• photos</li> <li>• videos</li> <li>• tracings and derivatives of a photograph</li> <li>• data that can be converted into a photograph</li> <li>• 'indecent' is not defined in legislation but can include penetrative and non-penetrative sexual activity</li> <li>• 'making' can include opening, accessing, downloading and storing online content</li> <li>• 'sharing' includes sending on an email, offering on a file sharing platform, uploading to a site that other people have access to, and possessing with a view to distribute</li> </ul>
Incel	<p>Incel is a shortened version of involuntary celibate (<a href="#">Hall, 2019</a>), The term involuntary celibate was seen as a person who “had not had sex for some time, despite trying”. The term manosphere is used to describe a network of online communities which are male dominated and promote anti-feminist, sexist beliefs and seek to blame women for problems within society</p>
<a href="#">Mental Health</a>	<p>Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person’s behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include:</p> <ul style="list-style-type: none"> <li>• Emotional state (fearful, withdrawn, low self-esteem)</li> <li>• Behaviour (aggressive or oppositional; habitual body rocking)</li> <li>• Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).</li> </ul>
Modern Slavery	<p>Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.</p>
Neglect	<p>Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p>

Term	Meaning
	<ul style="list-style-type: none"> <li>• Protect a child from physical and emotional harm or danger.</li> <li>• Ensure adequate supervision (including the use of inadequate care-givers).</li> <li>• Ensure access to appropriate medical care or treatment.</li> <li>• It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</li> </ul>
Operation Encompass	<p>Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website</p>
Physical Abuse	<p>A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>
Private Fostering	<p>A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)</p>
Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>
Relationship Abuse	<p>Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.</p>
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> <li>• protecting children from maltreatment;</li> <li>• preventing impairment of children's health or development;</li> <li>• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable all children to have the best outcomes.</li> </ul>
Serious Violence	<p>The word 'gang' means different things in different contexts, the government in their paper 'Safeguarding children and young people who may be affected by gang activity' distinguishes between peer groups, street gangs and organised criminal gangs.</p> <ul style="list-style-type: none"> <li>• <b>Peer group</b> A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.</li> </ul>

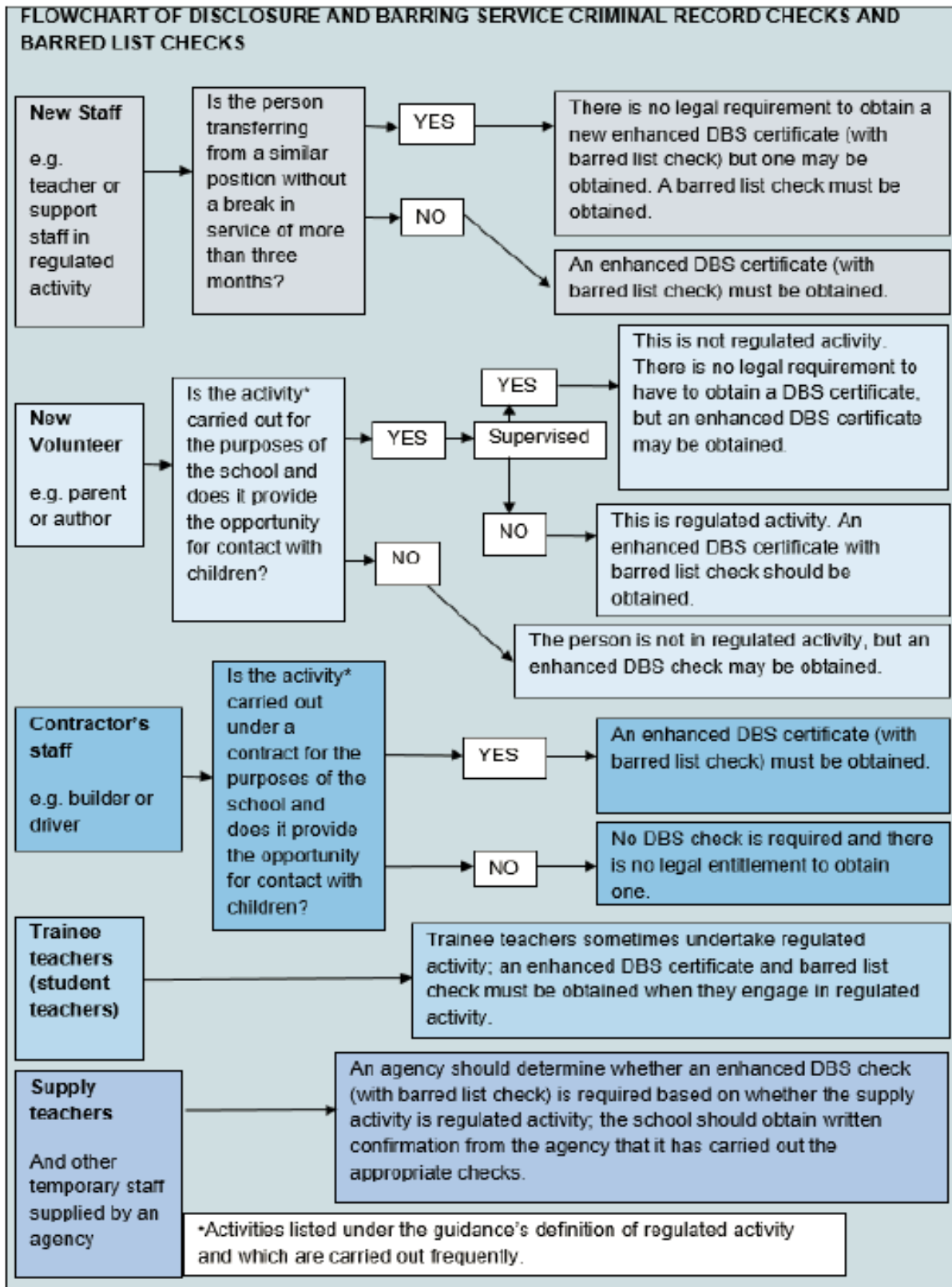
Term	Meaning
	<ul style="list-style-type: none"> <li>• <b>Street gang</b> “Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.”</li> <li>• <b>Organised criminal gangs</b> “A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation.’”</li> </ul> <p>It's not illegal for a young person to be in a gang – there are different types of ‘gang’ and not every ‘gang’ is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.</p>
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and <b>all</b> staff should be aware of it and of their school or college’s policy and procedures for dealing with it.</p>
Sexual harassment between children	<p>When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone.</p>
Sexual violence between children	<p>When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>4</sup>. Sexual violence offences include: rape, assault by penetration and sexual assault.</p>
Trafficking	<p>Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.</p>

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

## Appendix 1 Operation Encompass Flowchart



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



Taken from DfE statutory guidance Keeping children safe in education, September 2021

## Appendix 3 HM Government guidance -What to do if you're worried a child is being abuse

Advice for practitioners [Government website](#)

## Appendix 4 Contact details

Trafford Children's First Response 0161 912 5125 <a href="mailto:FirstResponse@trafford.gov.uk">FirstResponse@trafford.gov.uk</a>	Local Authority Designated Officer (LADO) 0161 912 5125 <a href="mailto:FirstResponse@trafford.gov.uk">FirstResponse@trafford.gov.uk</a> <a href="mailto:LADO@trafford.gov.uk">LADO@trafford.gov.uk</a>
Trafford Strategic Safeguarding Partnership 0161 911 8687 <a href="mailto:TSSP@trafford.gov.uk">TSSP@trafford.gov.uk</a>	Trafford Strategic Safeguarding Partnership – Training address <a href="mailto:TSSP.learning@trafford.gov.uk">TSSP.learning@trafford.gov.uk</a>
Social Care Out of Hours Emergency Duty Team 0161 912 2020	<u>Police</u> Non-emergency – 101 Emergency - 999
NW Counter-Terrorism Unit Channel Team 0161 856 6362 <a href="mailto:channel.project@gmp.police.uk">channel.project@gmp.police.uk</a>	NSPCC Whistleblowing Helpline <a href="#">NSPCC website</a>

## Appendix 5 Department for Education- Child sexual exploitation

Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017

[Government website](#)

## Appendix 6 UK Council for Child Internet Safety guidance

Sexting in schools and colleges: Responding to incidents and safeguarding young people - 2017

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

## Appendix 7 Staff Safeguarding Checklist



Staff Safeguarding  
Checklist 2023.docx

## Appendix 8 Trafford Strategic Safeguarding Partnership Level of Need

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

## Appendix 9 Trafford Children Social Care Protocol of Assessment

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

## Appendix 10 Trafford Multi- Agency Safeguarding Arrangements

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

## Appendix 11 - SafeLives Risk Identification Checklist for the identification of high risk cases of domestic abuse, stalking and 'honour'-based violence: Young People's Version with practice guidance



YP RIC guidance  
FINAL (1).pdf

## Appendix 12 – Trafford Guide to Domestic Abuse Support Services



Trafford DA Services  
(3).pdf

## Appendix 13 – Virtual School Guidance

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/Keeping_children_safe_in_education_2023.pdf)

[Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf)

[Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/Designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)

## Appendix 14 – Information specific to Child Protection

### Introduction

In all matters relating to child protection the most important consideration is the safety and the well being of the child. School is a front line player in safeguarding children, working in partnership with other children's services. Staff should always be mindful of local policies and procedures that must be followed, and which are under the direction of the Local Safeguarding Children's Board.

Everyone employed at our school has a responsibility in relation to child protection. In most cases this will be the referral of concerns to the line manager. In our day to day contact with children we have opportunity to note concerns and meet with parents and other associated adults, where this is appropriate.

Schools are expected to work with, and support different agencies to enable the most appropriate form of intervention to take place. This policy aims to outline the role that the school should follow and guidance on

issues related to the child protection generally. It is not exhaustive. All staff should use as a guideline because the needs and safety of the child should be at the centre of any decision they may need to take.

### **Aims of this Policy**

- To raise awareness of the individual responsibilities in identifying and reporting possible cases of abuse or neglect.
- To provide a systematic means of monitoring, recording and reporting concerns and cases.
- To provide guidance on recognising and reporting suspected child abuse.

### **Responsibilities**

The Headteacher is the designated lead for child protection. In his absence the Deputy Headteacher should be approached.

Every member of staff has a duty and a responsibility for safeguarding children and reporting child protection concerns.

### **The Headteacher and the Deputy Headteacher are responsible for:**

- Co-ordinating action within the school and liaising with TRAFFORD'S FIRST RESPONSE and with other agencies over cases of abuse and suspected abuse.
- Acting as a source of advice within the school.
- Ensuring that staff are familiar with the policy and procedures
- Referral of individual cases of suspected abuse.
- Liaising with agencies about individual cases.
- Organising training on child protection within the school.

In Trafford if there are any worries about a child's safety or welfare this is coordinated through TRAFFORD'S FIRST RESPONSE. TRAFFORD'S FIRST RESPONSE is a Multi Agency Referral & Assessment Team that acts as the 'front door' for Trafford's Children & Young People's Service. TRAFFORD'S FIRST RESPONSE accepts referrals for children and young people that are deemed to be in need of a certain level of support and undertakes Child Protection Enquiries where appropriate. Once a referral has been accepted an Initial Assessment will be completed with a view to identifying appropriate services.

Where there is uncertainty about making a full referral, advice can still be sought from TRAFFORD'S FIRST RESPONSE.

### **Teaching Staff and Support Staff**

New teachers and supply staff are informed of the main points of this child protection policy through their induction process. All staff sign to say that they have read this policy each year and it is referred to during annual refreshing training.

All staff should be alert to the signs of abuse as detailed in this policy. They should report any concerns immediately to the Headteacher.

Apply the procedures detailed below for responding to a suspected case remembering that:

- You cannot promise confidentiality
- Information should only be shared with those who need to know
- It is important to stay calm and reassuring
- The needs and safety of the child must always come first
- When in doubt – ask

Non – teaching staff may be approached by children or have concerns. They should follow the same procedure as teaching staff informing the Headteacher at the earliest opportunity if they have a concern.

### **Guidance on recognising suspected abuse:**

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It may not be our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report it to TRAFFORD'S FIRST RESPONSE. The well being, health, safety, and protection of the child is always paramount.

### **PHYSICAL ABUSE**

This can include hitting, shaking, throwing, poisoning, burning, scalding, suffocating and causing any form of physical harm to a child. Possible signs may include:

Unexplained injuries or burns
Refusal to discuss injuries
Improbable explanations of injuries
Untreated injuries or lingering illness
Admissions of punishment which appears excessive
Shrinking from physical contact
Fear of returning home or parents being contacted
Fear of undressing
Fear of medical help
Aggression/bullying
Over compliant behaviour

Running away  
Significant changes in behaviour  
Deterioration in work  
Unexplained pattern of absences

## **EMOTIONAL ABUSE**

This is persistent emotional ill treatment of a child causing severe and persistent adverse effects on a child's emotional development. It can include:

- Conveying to a child that they are worthless and unloved
- Placing inappropriate age-related expectations on children
- Making children feel frightened or in danger on a frequent basis

Possible signs of emotional abuse may include

Continual self – deprecation  
Fear of new situations  
Inappropriate emotional responses to painful situations  
Self harm or mutilation  
Compulsive stealing/scrounging  
Drug/solvent abuse  
'Neurotic behaviour' – obsessive rocking, thumb sucking  
Air of detachment/ 'don't care attitude'  
Social isolation  
Attention seeking behaviour  
Eating problems  
Depression, withdrawal

## **SEXUAL ABUSE**

Sexual abuse involves forcing and enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. They can include non – contact activities such as involving children looking at, or in the production of pornographic material. It may also include watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Possible signs could include:

Bruises, scratches, burns or bite marks  
Scratches, abrasions or persistent infection in the anal or genital regions  
Pregnancy  
Sexual awareness inappropriate to the child's age  
Frequent public masturbation  
Attempts to teach other children about sexual activity  
Refusing to stay with certain people or go to certain places  
Aggressiveness, anger, anxiety, tearfulness  
Withdrawal from friends

## **NEGLECT**

Neglect is also a form of abuse. It is the persistent failure to meet a child's basic or psychological needs. This can affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

Possible signs include:

Constant hunger  
Poor personal hygiene  
Inappropriate clothing  
Frequent lateness and non attendance  
Untreated medical problems  
Low self esteem  
Poor social relationships  
Compulsive stealing/scrounging  
Constant tiredness

## **BULLYING**

Bullying can be defined as using deliberately hurtful behaviour usually over a period of time, where it is difficult for those bullied to defend themselves. The three main types of bullying are:

- Physical
- Verbal
- Emotional

All incidents of bullying should be dealt with by the head teacher following referral by the teacher, pupil or parent. A more detailed guide can be found in the school's anti-bullying policy.

## **SELF HARM**

If it comes to the attention of the teacher or member of the staff that a child is self harming, then they must alert the designated lead for child protection. Actions by the designated teacher might include:

- Contacting parents
- Contacting Child Adolescent Mental Health Services
- Contacting Social Care if the child meets the referral criteria

### **Guidance on dealing with suspected abuse.**

All staff should refer concerns to the designated teacher as soon as possible. In the meantime they should:

- Listen to the pupil, keeping calm and offering reassurance
- Observe bruises but should not ask a child to remove or adjust their clothing to observe them
- If a disclosure is made the child should lead the discussion. Do not press for details by asking questions such as "what did they do next"
- Listen do not investigate using questions such as "is there anything you would like to tell me"
- Accept what the pupil is saying without challenge; reassure them that they are doing the right thing and that you know how hard it is for them
- Don't promise confidentiality – explain they have done the right thing and who you will need to tell and why

### **Procedures for monitoring, recording and reporting.**

#### **At the time.....**

Brief notes at the time or immediately after will help you to complete the critical incident sheet when you are able. You should note:

- Date and time of disclosure/ incident observed
- Place and contact of the disclosure or concern
- Facts that you need to report

### **When you can....**

Record the account on CPOMS

In the case of there being bruises or observed injuries complete a body map which is found on CPOMS

Remember to keep to factual information and not assumption or interpretation. Use the child's own language to quote rather than translating into your own terms. Be aware that these sheets may be used at later date to support a referral to an external agency.

### **Designated Person/Headteacher**

The designated teacher will:

- Follow up the referral
- Make additional records of discussions and any investigations that take place
- Make a decision whether to continue to monitor the situation or take the referral further. This decision should be communicated to the individual making the initial referral

Recorded information from social care meetings and other reports are stored on CPOMS

### **Allegations against staff**

This is an extremely difficult and sensitive area to address. All allegations should be dealt with according to guidance set out by the Local Authority

The LA Designated Officer, LADO should be contacted immediately with any concern, by the designated person.

### **Inter – Agency Liaison**

## **Social Care Meetings**

At times school staff will be called to participate in meetings organised and chaired by social care. These might be:

- Strategy discussions
- The child protection review conference
- Child protection conferences
- Family group conferences – group conferences – for children in need, in a range of circumstances where a plan is required for the child's future welfare.
- Professionals' meetings – in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement.
- Core group meeting – meeting in which a 'core' group of professionals associated with the family are asked to meet to review the progress of actions decided at cases conferences and register reviews.

At these meeting, representatives from the school should be ready to report providing information about

- Attendance and punctuality
- Academic achievement
- The child's behaviour and attitude
- Relationships with peer groups and social skills generally
- Child's appearance and readiness for school
- Contact with parent/carer
- Any specific incidents that need reporting

Prior to the meeting, class teachers and other adults working closely with the child should be asked for their comments. Following the meeting feedback should be given and staff brought up to date with any actions that are needed.

## **The Child Protection Register**

Children placed on the register will require additional support and monitoring. The social care department will inform a school receiving a child on the register and accompanying records should follow from the child's previous school. This is kept on CPoms.

## **Confidentiality**

Where children are on the child protection register and leave one school for another the designated teacher must inform the receiving school and the key worker at the social care department. If the child leaves the school with no receiving school, details should be passed to the Principal EWO.

Educational staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and that will be for the child's own sake.

Time should be taken to reassure the child and confirm that the information given will be treated sensitively. Reassurance should be given and the adult involved will listen sympathetically and non-judgementally.

Staff should be careful and ensure that the information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of the information they may hold.

Members of staff, other than the designated member and those involved closely, should only have enough details in order to help them act sensitively and appropriately to the pupil. Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in the closed section of the office.

Discretion should be used when talking about the personal and changing circumstances of children e.g. when a child goes into care. Care is particularly necessary after attending child protection meetings. Information received should be treated sensitively and discretion will be needed as issues emerge on a formal and informal basis.

### **Supporting Children at Risk**

For children at risk, school may be the one stable place from which they can expect security and reassurance. It is not only being alert to potential abuse but providing the support to help children through difficult times. Providing them with the coping skills that can help avoid situations arising and deal with the emotional difficulties afterwards if they do.

### **The Pastoral Support Programme (PSP)**

Children who are 'looked after' should have their own pastoral support programme which will be drawn up in the discussion with social care, the class teacher, foster parents and the child themselves.

### **Support in school – Pastoral Care**

All class teachers and Key Stage leaders are responsible, in conjunction with other school staff, for pastoral needs of the children in their care. This includes maintaining opportunity for children to share their concerns and following the guidance in this document. Our curriculum includes 'circle time' during which the children may be presented with issues included on our PHSE Guidance. In addition, circle time can be used to raise issues spontaneously that are particularly relevant to the class at that time.

Care should always be taken in regard to the discussion of sensitive issues and the advice should be sought where there are concerns. The PHSE co-ordinator has available a variety of resources to support circle time and the discussion of issues.

### **Support in school –The Curriculum**

Within our curriculum there will also be opportunities to discuss issues which some children might find sensitive and disturbing. Care should be taken particularly in relation to discussion about families and their make up. Assumptions about member of families and both parents should be avoided both in discussion and the presentation of materials. During health and safety discussion staff should be alert to the fact that some children will have very different experiences and may find content 'sensitive' within their own histories. Staff should make themselves familiar with the background of the children in their care in order to avoid children becoming distressed.

### **Physical contact with pupils**

Physical contact with pupils by teachers is inevitable. In some cases it is necessary for reassurance. However, all teachers should be aware of issues related to touching and the way in which it might be misconstrued. This relates particularly to any sensitive areas of the body.

In the event of physical restraint being used it is important that the only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention the critical incident form should be completed.

### **Working with parents**

It is important that school has an established approach to working with parents. Parents' and children's need for privacy should be respected. Attitudes to and contact should be non- judgemental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the

child at risk as defined in the document. We do have access to support for parents where it is felt that this would be useful.

### **If you discover that FGM has taken place or a pupil is at risk of FGM**

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

### **If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

### **If you have a mental health concern**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

### **Concerns about a staff member, supply teacher, volunteer or contractor**

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

If the concerns/allegations are about the headteacher, speak to the local authority designated officer (LADO). The LADO is contactable via 0161 912 5125

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

Early years providers add:

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale

### **Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

Is serious, and potentially a criminal offence

Could put pupils in the school at risk

Is violent

Involves pupils being forced to use drugs or alcohol

Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 4 for more information about peer-on-peer abuse.

### **Procedures for dealing with allegations of child on child abuse**

If a pupil makes an allegation of abuse against another pupil:

You must record the allegation on CPOMS and inform the DSL

The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Add further details here depending on your school's procedures for recording, investigating and dealing with allegations, and supporting victims, perpetrators and any other children affected.

### **Creating a supportive environment in school and minimising the risk of child on child abuse**

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

Ensure pupils are able to easily and confidently report abuse using our reporting systems

Ensure staff reassure victims that they are being taken seriously

Ensure staff are trained to understand:

- How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports

- That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
  - Children can show signs or act in ways they hope adults will notice and react to
  - A friend may make a report
  - A member of staff may overhear a conversation
  - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- 

## **Sharing of nudes and semi-nudes (‘sexting’)**

### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

Whether there is an immediate risk to pupil(s)

If a referral needs to be made to the police and/or children’s social care

If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)

What further information is required to decide on the best response

Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

Whether immediate action should be taken to delete or remove images or videos from devices or online services

Any relevant facts about the pupils involved which would influence risk assessment

If there is a need to contact another school, college, setting or individual

Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

The incident involves an adult

There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

The imagery involves sexual acts and any pupil in the images or videos is under 13

The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents/carers**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police.

### **Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

### **Online safety and the use of mobile technology**

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors

Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

Set clear guidelines for the use of mobile phones for the whole school community

Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

### **Private Fostering Arrangements**

Staff are to be vigilant for any private fostering arrangements. This is where a child under 16 is cared for by someone other than their parent for a period of 28 days or more.

The LA must be informed about any such arrangements and they should be referred to the Headteacher

### **Review and monitoring of the policy**

This policy will be reviewed on an annual basis or earlier if the legislation should change.

### **Further information**

More detailed information is available in the ACPC Procedures located in the head teacher's office.

### **Key contacts include:**

Designated Person: Mr D Morgan – Headteacher  
Deputy Miss L Grimsley  
Deputy Mrs J Whiteside  
Safeguarding governor: Mrs R Trotter

## Dealing with disclosure

- Listen to the child
- Try not to show any shock you may feel
- Take what they say seriously
- Stay calm and reassure them that they have done the right thing in telling you
- Don't make promises about what might or might not happen next
- You cannot promise confidentiality
- You might consider using phrases such as 'you've done the right thing' or 'you're not to blame' or 'I understand'
- Allow the child to talk but do not interrogate or ask leading questions – use questions such as 'Do you have anything else to tell me?'
- Do not make judgements about the people children refer to – they may be people that they love
- Make brief notes at the time and write them up afterwards.- keep both sets just in case
- Use diagrams to record the position of any bruising or marks
- Be objective in your recording

After the disclosure, appropriate support should be given to both the children and the members of staff receiving and dealing with the disclosure.

## How do I contact TRAFFORD'S FIRST RESPONSE?

**By Telephone:** 0161 912 5125 (out of hours 912 2020)

**Website referral:** [Trafford Children's First Response \(egovhub.net\)](http://Trafford Children's First Response (egovhub.net)) (or search for Trafford first response)

In addition, you can call the NSPCC Child Protection helpline on **0808 800 5000** to discuss your concerns, or ask for advice by email. The NSPCC also provide a helpline services for children themselves who are looking for someone to talk to (**Childline 0800 1111**). If you think a child is at risk of immediate harm, please contact the police by calling 999.

Depending on the nature of your enquiry or request TRAFFORD'S FIRST RESPONSE will also:

- Give advice and guidance.
- Provide information on available service.
- Put you in contact with other agencies or services which may be of help.

- Put you in contact with the relevant professional dealing with a family.

## Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Maintained schools and pupil referral units insert:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

Academies, including free schools, and independent schools insert:

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

All schools with pupils aged under 8 add:

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

All early years providers add:

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

Academies, including free schools, add/amend if applicable:

This policy also complies with our funding agreement and articles of association.

## Definitions

**Safeguarding and promoting the welfare of children** means:

Protecting children from maltreatment

Preventing impairment of children's mental and physical health or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

**Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

**Children** includes everyone under the age of 18.

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

The local authority (LA)

A clinical commissioning group for an area within the LA

The chief officer of police for a police area in the LA area

## 4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

Have special educational needs (SEN) or disabilities or health conditions (see section 10)

Are young carers

May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

Have English as an additional language

Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

Are asylum seekers

Are at risk due to either their own or a family member's mental health needs

Are looked after or previously looked after (see section 12)

Are missing from education

Whose parent/carer has expressed an intention to remove them from school to be home educated