

Altrincham College Safeguarding and Child Protection Policy

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Approved By:

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Date:

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Policy Consultation & Review

This policy is available on the school website, the learning gateway, and is available on request from the school office.

We recognise the expertise our staff develop by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct and Whistleblowing Policy. In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2023) and sign a declaration to say that they have read and understood this.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in September 2023. It is due for review in September 2024.

'Keeping Children Safe in Education', DfE (2020)

This policy has most recently been revised to comply with the changes in national guidance as a consequence of the publication of revisions to 'Keeping Children Safe in Education'. This guidance became statutory on 1st September 2023 and all schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

In accordance with the guidance, the Governing Body will ensure that the safeguarding policy is:

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

The Governing Body has also ensured that all staff have read Part One and Annex A of 'Keeping Children Safe in Education' and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of this guidance.

Updates and guidance

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

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

Working together to safeguard children, DfE (2023)

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

Keeping children safe in Education, DfE (September 2023)

Children missing in education, DfE (September 2016)

Revised PREVENT duty guidance, DfE (March 2016)

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

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

1 INTRODUCTION

- 1.1 Safeguarding the welfare of students at Altrincham College is of the highest priority. This policy has been developed to ensure that all adults in Altrincham College are aware of their responsibilities in working together to promote a culture of vigilance ensuring that signs and symptoms of abuse and potential abusers are identified at the earliest opportunity.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.
- 1.3 Mrs Kim Earle (Headteacher), Miss S Diffley (Designated Safeguarding Lead) or, in their absence, Mrs J Hudson-Kirkham (Deputy Designated Safeguarding Lead) has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and applies at all times when Altrincham College is providing services or activities directly under the management of our staff. This policy complements and supports other relevant school and Local Authority policies.
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their students and, in accordance with guidance set out in 'Working Together to Safeguard Children 2023', Altrincham College will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2 ETHOS

- 2.1 Altrincham College aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.
- 2.2 The Continuum of Needs and Response and the Early Help Assessment is embedded into everyday practice and procedures when responding to children's needs. Students have access to appropriate curriculum opportunities to promote their understanding of safeguarding including emotional, physical and sexual health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life.

- 2.3 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. A culture of vigilance is promoted where **all staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.**
- 2.4 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and Trafford Safeguarding Children Board’s procedures.

3 THE CURRICULUM

- 3.1 All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge, and to make informed choices in later life.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical, sexual and mental health.
- 3.3 Relationships, Sex and Health Education, Citizenship and Religious Education lessons provide opportunities for children and young people to discuss and debate a range of safeguarding related subjects including lifestyles, gangs and serious violence, forced marriage, drugs, CSE, family patterns, religious beliefs and practices, peer pressure and human rights issues.
- 3.4 All students will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.
- 3.5 The Governing Body will ensure children are taught about safeguarding, including online safety, through teaching and learning opportunities and as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships, Sex and Health Education (RSHE) and through form time activity

4 KEEPING RECORDS

- 4.1 Altrincham College will keep and maintain secure up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

Child protection and Child in Need records are kept confidentially and securely and are kept separate from pupil records until the child's 25th birthday, Child Protection and Child in Need information is copied and sent under separate cover to new school/college whilst the child is still under 18, transferred securely via CPOMS or password protected and sent electronically. All information must be redacted so the names of third parties are not stated. Where paper copies of Child Protection and Child in Need records are passed on to another school/education setting/ then a receipt is required by the receiving school/education provider.

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

5 ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Sharron Diffley	sdy@altrinchamcollege.com 0161 980 7173
Deputy DSL	Jacqui Hudson-Kirkham	jhk@altrinchamcollege.com 0161 980 7173
Headteacher	Kim Earle	headteacher@altrinchamcollege.com
Safeguarding Governor	Susan Wildman	c/o headteacher@altrinchamcollege.com
Chair of Governors	Susan Wildman	c/o headteacher@altrinchamcollege.com

5.1 The Headteacher of Altrincham College will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of students are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practised.
- A senior member of staff from the senior leadership team is identified as the Designated Safeguarding Lead (DSL) and that alternative members of staff

are identified to act as the Designated Safeguarding Lead (DSL) in their absence to ensure there is always cover for the role;

- Sufficient time and resources are made available to enable the Designated Safeguarding Lead to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is updated annually, and more regularly following significant changes to guidance
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its students by making its obligations clear in the school prospectus.
- We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Heads of Year and Pastoral managers will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent students and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm. To assist with this, parents should ensure that the school has at least two emergency contacts for their child/children.

5.2 The Governing Body of Altrincham College will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the Governing Body with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead member of staff.
- A senior leader has Designated Safeguarding Lead responsibility.
- The school's safeguarding policy is reviewed and updated every term and the school complies with local safeguarding procedures. The latest copy of the safeguarding policy can always be found on the school website
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.

- All staff and volunteers who have regular contact with children and young people receive appropriate training which is updated by refresher training annually.
- There is a safeguarding and a whistleblowing policy which staff are required to sign confirming that they understand their duties with regard to safeguarding
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A senior member of staff from the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL who is appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role.
- On appointment, the Designated Safeguarding Lead undertakes inter-agency training at Level 4 every two years and also undertakes a refresher course annually. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals but at least annually, to keep up with any developments relevant to their role. The DSL or Deputy DSL will also attend Trafford's half termly Safeguarding Forum to keep up to date with LEA developments and services.
- A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- Child Protection policies and procedures are reviewed in full annually and that the Child Protection policy is available on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website or on request.
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through Relationships, Sex and Health Education (RSHE).
- Enhanced DBS checks are in place for all governors
- Governors body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school

5.3 The Designated Safeguarding Lead has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Safeguarding Lead must be a member of the Senior Leadership Team of the school. The Designated Safeguarding Lead will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training annually.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers
- Ensure that the school's actions are in line with the TSCB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on the TSCB website at www.tscb.org.uk/)
- Refer a child if there are concerns about possible abuse, to the Local Authority, and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the online reporting for Trafford and Stockport, and via telephone call for Manchester LEA or Cheshire West LEA
- Keep copies of all referrals to TRAFFORD FIRST RESPONSE and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive Level 2 and above training.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DFE concerning Safeguarding. Updates can be found on the TSCB Termly Newsletter, <http://www.tscb.co.uk/professionals/safeguarding-children-in-education-information.aspx> , or via the NSPCC sign-up service, <https://www.nspcc.org.uk/preventing-abuse/safeguarding/schools-protecting-children-abuse-neglect/sign-up-to-safeguarding-in-education-update/>
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school, transfer electronically using

CPOMS if possible, or emailing a password protected version, keeping a copy of the file.

- Provide, with the Headteacher, regular reports for the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)
- During term time the DSL and/ or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.

5.4 Staff

- All staff may raise concerns directly with Children's Social Care services
- All staff must be aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.
- All staff are aware that safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead or to the Headteacher.
- All staff are aware that safeguarding concerns about the headteacher, DSL or DDSL should be made to the Named Safeguarding Governor or Chair of Governors (Susan Wildman).
- All members of staff and volunteers are provided with child protection awareness information at induction and the school safeguarding policy and procedures so that they know with whom to discuss a concern.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns. Updates can be found on the TSCB Termly Newsletter, <http://www.tscb.co.uk/professionals/safeguarding-children-in-education-information.aspx>, or via the NSPCC sign-up service, <https://www.nspcc.org.uk/preventing-abuse/safeguarding/schools-protecting-children-abuse-neglect/sign-up-to-safeguarding-in-education-update/>

6 SAFE RECRUITMENT AND SELECTION OF STAFF

- 6.1 The school's recruitment and selection policies and processes adhere to the DFE guidance set out in "Keeping Children Safe in Education - Statutory guidance for schools and colleges" September 2023
- 6.2 The Headteacher and Governing Body will ensure that stringent recruitment and vetting procedures are in place for staff, other adults eg. Governors and volunteers, and that nobody commences work unless all necessary checks are

completed to a satisfactory level. All staff and volunteers who frequently partake in regulated activity with children and young people and adults undertaking volunteering activity in an unsupervised capacity will have an updated enhanced DBS. This supports the Trafford Local Authority Fair Recruitment Policy.

6.3 In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require additional checks to ensure they are not prohibited from teaching. Checks undertaken may include;

- Enhanced Criminal Records Bureau Check
- Two professional references
- Identity confirmation
- Qualification check
- Staff suitability declaration (if appropriate)
- Establish confirmation of physical and mental fitness for the role
- Barred List Check (if working regulated activity) - more information can be found in Appendix 8 relating to when a barred list check would be carried out
- Overseas police checks (if appropriate)
- Confirmation of right to work in the UK
- Confirmation of professional registration (if appropriate)
- Prohibition from teaching check (only if employed as a teacher)
- Prohibition from management check (only if employed as a manager – see below)
- Online search

For those engaged in management roles, including members of the Governing body, an additional check is required to ensure they are not prohibited from management positions under section 128 provisions

6.4 A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the school's single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file.

- 6.5 All of our senior leaders and many of our Governors have completed safer recruitment training. At least one member of every interview panel for a position working in the school (paid or unpaid) will be trained in safer recruitment.
- 6.6 All contracts with supply agencies are specific about what checks need to be complete before any individual commences work at the school, and that they will be expected to present identification upon arrival.
- 6.7 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.

7 WORKING WITH OTHER AGENCIES

7.1 Altrincham College has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify the allocated social worker if:

- It has been agreed as part of any child protection plan or core group plan.
- A child subject to a child protection plan is about to be issued a fixed term exclusion or a permanent exclusion.
- There is an unexplained absence of a pupil who is subject to a child protection plan.

8 CONFIDENTIALITY AND INFORMATION SHARING

- 8.1 Staff should ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Safeguarding Lead discloses any information about a pupil to other members of staff on a need to know basis only.
- 8.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets. (See advice in the document 'Information sharing: advice for practitioners providing safeguarding services, DfE (March 2015)

9 TRAINING FOR STAFF AND VOLUNTEERS

- 9.1 Training is provided for all staff and volunteers. When new staff join our school they will be informed of the safeguarding arrangements in place. All staff will

undertake induction training that includes the schools safeguarding /child protection policy, staff code of conduct, whistleblowing policy and the Government's statutory guidance 'Keeping Children Safe in Education (2023) (KCSIE)'. They will be given copies of our school's safeguarding policy along with the staff code of conduct and KCSIE SEPTEMBER 2023. All staff are expected to read these key documents (Part one and Appendix A only of KCSIE SEPTEMBER 2023) and will sign to this effect when this has been done. They will be informed who our Designated Safeguarding Lead (DSL) and Deputy DSLs are, and what their role is and will also be provided with information on how to report a safeguarding concern.

- 9.2 Every new member of staff or volunteer will receive Level 1 safeguarding training within 6 weeks of joining the school. This will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL).

The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Safeguarding training will be updated annually and is in addition to all staff receiving safeguarding and child protection updates, as and when required, and at least annually. As a result all our staff will be expected to have an understanding of the following:

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

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

- Bullying including cyber bullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic Abuse
- Drugs
- Fabricated or Induced illness
- Faith Abuse
- Female genital mutilation
- Forced Marriage
- Gangs and Serious Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health

- Missing children and adults
- Private Fostering
- Child on child abuse
- Preventing Radicalisation
- Relationship Abuse
- Sexual Violence and Sexual Harassment Between Children
- Sexting
- Trafficking
- Web filtering and monitoring

Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard children. There is also a nominated safeguarding lead, who is appropriately trained, and Governors trained in safer recruitment.

- 9.3 All staff and volunteers who are in regular contact with children will receive basic Level 1 training. In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 9.4 All staff will receive training or briefings on particular safeguarding issues, for example, County Lines, Guns and Gangs, FGM, Forced Marriage, Domestic Abuse and Child Sexual Exploitation, Radicalisation, Sexting and Child on Child abuse.
- 9.5 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Annex A of '*Keeping Children Safe in Education*' (2023) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Trafford Safeguarding Children Board at www.tscb.co.uk
- 9.6 All unaccompanied regular visitors, temporary staff and volunteers to our school will be given a summarised set of our safeguarding procedures (Appendix 16); they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is.

10 RECORDING AND REPORTING CONCERNS

- 10.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child immediately and all such concerns must be taken seriously (Appendix 13). If a concern arises all staff, volunteers and visitors must:
- Speak to the Designated Safeguarding Lead or the person who acts in their absence immediately

- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording systems on CPOMS - making sure this is dated.
- All concerns about a child or young person should be reported **without delay** and recorded in writing using the school's agreed template

10.2 Child on Child abuse ; We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; **staff must never tolerate or dismiss concerns relating to peer on peer abuse. Cases of child on child abuse MUST be referred to the HoY who will act following guidance from the Behaviour Policy and SLT**

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

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

10.4 All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

It is **essential** that registers are taken promptly and accurately at the start of every lesson, and concerns about absence should be immediately drawn to the attention of the attendance team by emailing attendanceteam@altrinchamcollege.com. Children who have poor attendance, or who regularly go missing from the premises, will be subject to intervention plans, working closely with families and other appropriate support agencies.

- 10.5 At Altrincham College we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) such as breast ironing, and provide guidance on these issues through our safeguarding training. Information and guidance on the signs and symptoms of Female Genital Mutilation (FGM) can be found at <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/>.

If staff have a concern regarding a child that might be at risk of HBV, it is **mandatory** that this should be reported immediately to the police and DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

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

- 10.6 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Altrincham College, we take an active stance on meeting the duties placed on us by the Counter Terrorism and Security Act 2015 and endeavour to create a culture which embraces the fundamental British values. To ensure compliance with the Prevent Duty, the school will ensure that:
- Through training, staff, volunteers and governors have an understanding of the PREVENT agenda, what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
 - There are systems in place for keeping students safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Trafford Channel Procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of students.

11 INFORMING PARENTS/CARERS

- 11.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.
- 11.2 Parents and carers will be informed if a referral is to be made to TRAFFORD FIRST RESPONSE or any other agency.
- 11.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead or Headteacher will seek advice from TRAFFORD FIRST RESPONSE.

12 DOMESTIC ABUSE

- 12.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.
- 12.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- 12.3 Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.
- 12.4 Any child or young person thought to be at immediate risk will be reported without delay to TRAFFORD FIRST RESPONSE or the Emergency Duty Team will be contacted as soon as possible.
- 12.5 Operation Encompass - The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in, heard or

been witness to a domestic abuse incident. Following such an incident at home, children will often arrive at school distressed, upset and unprepared for the day. Greater Manchester Police, Trafford social care and key nominated adults in school will work together in partnership to allow them the opportunity of engaging with the child in school and provide access to silent or overt support that allows them to remain in a safe and secure familiar environment following early reporting to school of a domestic abuse incident. The process for sharing information through Operation Encompass can be found in Appendix 8

Our nominated key adults are Sharron Diffley and Jacqui Hudson-Kirkham

13 FORCED MARRIAGE

- 13.1 The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. Child abuse cannot be condoned for religious or cultural reasons.
- 13.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.
- 13.4 If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

14 CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

- 14.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.
- 14.2 All reports for a child protection conference should be prepared and shared with the parents and other professionals in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues.

15 SAFER WORKING PRACTICE

- 15.1 Altrincham College expects staff and volunteers to set a good example to students through their own conduct and behaviour and aims to protect them

from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.

- 15.2 The Headteacher will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school/college expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- 15.3 Staff and volunteers should be aware of current guidance on safe teaching practice contained in Guidance for Safer Working Practices for those working with Children and Young People in Education Settings (May 2020).

16 SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY

- 16.1 Altrincham College recognises that use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However a child/young person's safety will remain the priority of the school.
- 16.2 All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.
- 16.3 If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Headteacher or DSL should be informed immediately.
- 16.4 Whilst it is essential that the Headteacher ensures that appropriate filters and monitoring systems are in place, they should be careful that "excessive blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- 16.5 Staff are encouraged to connect to the free wireless network when using their mobile devices in school which has appropriate filters and monitoring systems in place. Children should not have personal mobile devices out or on at any point during the school day.
- 16.6 Staff will undertake safeguarding training on induction which includes information on filtering and monitoring. Staff will also be required to complete cybersecurity training on induction and annually as required.

Use of mobile phones

Staff

Staff mobile phones have a place in school, especially when on outings. They are often the only means of contact available in certain settings and can be helpful in ensuring children are kept safe. Staff will ensure that personal mobiles;

- Will be switched off or on silent whilst staff are on duty.
- Are not used to contact parents or children except in the event of an emergency.
- Will only be used appropriately, and staff must ensure that they have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Do not detract from the quality of supervision and care of children.
- Do not use the 3G,4G or 5G data networks whilst on site, and only connect to the internet using the school staff network Wifi.

Staff will also;

- Ensure that they are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure that they are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.

Students

In a secondary school it is acknowledged that the vast majority of students will carry mobile phones. To protect children, staff will ensure;

- That all students are fully aware of the strict school policy for the use of mobile phones
- Any inappropriate use of mobile phones or lack of adherence to school policy will carry a sanction including confiscation of the phone.

Cameras: Photography and Images

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

- Obtain parents' and carers' consent for photographs to be taken, used for or published (for example, on our website or displays).
- Ensure that all images are stored securely and password protected.
- Ensure where professional photographers are used, DBSs, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny

Social Networking Sites

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children/young people. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items.

Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Headteacher or the DSL.

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

Sexting

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

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

- Images or videos generated by children under the age of 18, or
- Of children under the age of 18 that are of a sexual nature or are indecent.

- These images are shared between young people and/or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may not even know.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that Altrincham College applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason the Designated Safeguarding Lead (or Headteacher in the absence of the DSL) needs to be informed of any 'sexting' incidents. The school adopts the UK Council for Child Internet Safety guidance (2016), "Sexting in schools and colleges; Responding to incidents and safeguarding young people" in respect of our response to sexting. All colleagues are expected to be aware of this policy.

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



Sexting in schools
and colleges UKCCIS

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

The UKCCIS guidance should be read alongside 'Keeping children safe in education' (2023). It should be followed unless there's a good reason not to do so.

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

Incidents covered by this guidance:

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

Incidents not covered by this guidance:

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

Response to incidents of youth produced sexual imagery

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

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

The Law

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

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

7. a naked young person
8. a topless girl
9. an image which displays genitals
10. sex acts including masturbation.
11. indecent images may also include overtly sexual images of young people in their underwear

These laws weren't created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.

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

Handling incidents

- 1) Refer to the designated safeguarding lead
- 2) DSL meets with the young people involved
- 3) Do not view the image unless it is unavoidable

- 4) Discuss with parents, unless there is an issue where that's not possible
- 5) Any concern the young person is at risk of harm, contact social care or the police

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

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

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

Assessing the risks once the images have been shared

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

Viewing images

- 1) Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
- 2) If it is felt necessary to view, discuss with the head teacher first.
- 3) Never copy, print, or share the image (it's illegal)
- 4) View with another member of staff present

- 5) Record the fact that the images were videoed along with reasons and who was present. Sign and date.

Deleting images (from devices and social media)

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

It is recommended that parents are asked to delete the images in the presence of the child and confirm they have done so. Any refusal to delete the images should be treated seriously, reminding the pupil and parents that possession is unlawful.

17. Child on child abuse

Staff should recognise that children are capable of abusing their peers. Child on child abuse can manifest itself in many ways for example, incidents of bullying will be dealt with via Altrincham College's behaviour policy. Other safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported by staff. 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 feel ashamed for making a report. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

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

Risk factors against children could include:

- Physical Abuse; violence, particularly pre-planned, forcing others to use drugs or alcohol
- Emotional Abuse; blackmail or extortion, threats and intimidation
- Sexual Abuse; indecent exposure, indecent touching or serious sexual assaults, forcing others to watch pornography, sexting, revenge-porn
- Child Sexual Exploitation
- Upskirting
- Encouraging other children to attend inappropriate parties

- Photographing or videoing other children performing indecent acts
- Gang and relationship abuse. In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact children's social care to discuss the case. It is possible that children's social care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

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

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

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

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

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

Risk assessments should be recorded and should be kept under review. At all times, Altrincham College actively considers the risks posed to all their pupils and students and puts adequate measures in place to protect them and keep them safe where applicable.

Action following a report of sexual violence and/or sexual harassment

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children e.g. maturity, age, confidence or disability.
- if the alleged incident is a one-off or a sustained pattern of abuse;
- if there are ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

Reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst the facts of the case are established and the process of liaising with children's social care and the police starts, ***the alleged perpetrator should be removed from any classes they share with the victim.*** Consideration should also be made regarding transport to and from school and at all times on the premises. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing premises or transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated, reflecting on all the considerations. The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

See Appendix 9.

Upskirting

Upskirting is a highly intrusive type of sexual harassment, which typically involves someone taking a picture under another person's clothing without their knowledge,

with the intention of viewing their genitals or buttocks (with or without underwear). Anyone, and any gender, can be a victim and this behaviour is completely unacceptable. Upskirting is distressing and a humiliating violation of privacy for victims.

Where the purpose of the behaviour is to obtain sexual gratification, or to cause humiliation, distress or alarm, the matter will be reported to the police with the victim's permission in line with guidance in the Voyeurism Offences Act, which was commonly known as the Upskirting Bill, introduced on 21 June 2018. Support and counselling will be offered to both the victim and the perpetrator.

18. POSITION OF TRUST

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

19. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- 19.1 The school follows the procedures recommended by the TSCB when dealing with allegations made against staff and volunteers.
- 19.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 19.3 Training from TSCB is available three times a year – 'Safer recruitment and managing allegations of professional abuse, multi-agency course' – please see TSCB website.
- 19.4 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in <http://www.tscb.co.uk/procedures/allegations-of-abuse-made-against-adults-who-work-with-children-and-young-people.aspx> and Part 4 of '*Keeping Children Safe in Education*', DfE (2023) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted via e-mail anita.hopkins@trafford.gov.uk or by phone 0161 912 5024.

- 19.5 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors and the LADO. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.
- 19.6 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.
- 19.7 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 0161 912 5010
- 19.8 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

20 COMPLAINTS OR CONCERNS BY STUDENTS, STAFF OR VOLUNTEERS

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

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

21 SERIOUS CASE REVIEWS

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

- a. Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- b. Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- c. Improve inter-agency working to better safeguard and promote the welfare of children and young people.
- d. If required Altrincham College will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

22. Single Central Record

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

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

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

- an identity check
- a barred list check (See Appendix 8)
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a section 128 check (for management positions as set out in paragraph 99 for independent schools (including academies and free schools)
- further checks on people who have lived or worked outside the UK; this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in paragraph 114
- a check of professional qualifications
- a check to establish the person's right to work in the United Kingdom.

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

For details of records that must be kept, see:

- for maintained schools: Regulations 12(7) and 24(7) and Schedule 2 to the School Staffing (England) Regulations 2009 and the School Staffing (England) (Amendment) Regulations 2013 (applied to pupil referral units through the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007);
- for independent schools, (including academies and free schools and alternative provision academies and free schools): Part 4 of the Schedule to the Education (Independent School Standards) Regulations 2014;
- for colleges: Regulations 20-25 and the Schedule to the Further Education (Providers of Education) (England) Regulations 2006;

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

23. Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

If a member of staff becomes aware of a private fostering arrangement, they will notify the DSL or their deputy as soon as possible. The DSL will then fulfil their mandatory reporting duty of all instances of private fostering to the local authority.

24. Attendance

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every pupil has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.

- Building strong relationships with families to ensure pupils have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

Form Tutors/Class Teachers

All teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office via SIMS or a paper copy if SIMS is not available.

Taking the register is a legal requirement and may be inspected at any point.

Inspection of registers

The admission register and the attendance register of every school shall be available for inspection during school hours by:

- any of Her Majesty's Inspectors of Schools in England appointed under section 1(2) of the Education Act 2005(1);
- any additional inspector assisting the Chief Inspector in accordance with paragraph 2(1) of Schedule 1 to that Act; and
- in the case of a school maintained by a local education authority, any officer of the local education authority authorised for that purpose.
- Additionally
- The register should be taken within 10 minutes of the start of the lesson.
- If a pupil is marked present at any point during the day, but absent from your lesson, an email must be sent to the attendance team, with the PSM copied in. (attendanceteam@altrinchamcollege.com)

Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may carry out a home visit or contact the police in a safeguarding emergency.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session.
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer.

Other procedures for targeting unauthorized absence.

School procedure must be followed for each day of absence- see appendix seventeen.

Appendix One : CHILD PROTECTION GUIDANCE FOR STAFF

Introduction

There are three elements to Child Protection:

- a) **Prevention**, through a positive school atmosphere, teaching and pastoral support to students
- b) **Protection**, by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns
- c) **Support**, to students, their families and to school staff

Responsibilities

The Designated Safeguarding Lead: Sharron Diffley

The Deputy in her absence: Jacqui Hudson Kirkham

The Nominated Governor for Safeguarding: Susan Wildman

The Designated Safeguarding Lead has overall responsibility for the day to day oversight of safeguarding and child protection procedures in school.

The Governing body and school leadership team will ensure that the DSL is properly supported in this role.

Child Protection and welfare concerns are the responsibility of all staff in school and ANY observation, information or issues which results in a concern for a student's welfare MUST be reported to the DSL

What is abuse?

A person may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Children and young people may be abused in a family or an institutional or community setting; by those known to them or, more rarely, by a stranger.

Physical Harm - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child. FGM would also fall into this category.

Emotional Abuse – is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to

feel frightened, or exploitation or corruption of children. Forced marriage may also fall into this category.

Sexual Abuse (including CSE, forced marriage and trafficking) – involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

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, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic needs.

Radicalisation and Extremism – the Government's definition of extremism is "vocal or active opposition to the fundamental British Values, including democracy, the rule of Law, individual liberty and mutual respect and tolerance of different faiths and beliefs including calls for the death of members of our armed forces" Extremism encompasses a wide range of ideologies including terrorist organisations in Syria and Iraq, Al Q'aida associated groups, far right activists, Nazi supporters, white supremacists and animal rights groups. Radicalisation is defined by the UK Government as "the process by which a person comes to support terrorism and extremist ideologies associated with terror groups". As a school we have a duty to identify risks and have due regard for the need to prevent people from being drawn into terrorism.

Domestic Abuse

Domestic Abuse is 'any incident of threatening behaviour, violence, or abuse (psychological, physical, sexual, financial, or emotional) between adults who are or have been family members regardless of gender or sexuality. This includes issues of concern to black and minority ethnic (BME) communities such as 'forced marriage and honour killing'. All forms of Domestic Abuse come from the abuser's desire for power and control over the other family members or intimate partners. In addition this could include:

- Violence between older siblings.
- Where the perpetrator is a young person i.e. under eighteen and assaults a parent/carer.

The effect of domestic violence on children is such that it must be considered as abuse. Either witnessing it or being the subject of it is not only traumatic in itself but is likely to adversely impact on a child and it should be treated as physical or emotional abuse.

Altrincham College participates in Operation Encompass which safeguards and supports children and young people who have been involved in, heard or been witness to a domestic abuse incident. Following such an incident at home, children will often arrive at school distressed, upset and unprepared for the day. Greater Manchester Police, Trafford social care, the school DSL and deputies will work together in partnership to allow them the opportunity of engaging with the child in school and provide access to silent or overt support that allows them to remain in a safe and secure familiar environment following early reporting to school of a domestic abuse incident. See Appendix 8

Supporting Students at risk

Children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. School may be the only stable, secure and predictable element in their lives and when at school, their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- Ensure children know they can approach an adult if they are worried or in difficulty.
- The content of the curriculum - equip children with the skills they need to keep safe from abuse, through an appropriate PSHE programme.
- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil subject to a child protection plan leaves the school, their information is transferred to the new school and that the child's social worker is informed.

Responding to Child Protection Disclosures

DON'T.....

- Ever promise confidentiality
- Ever promise that “everything will be alright” – it may not be
- Interrogate the child with lots of questions. **REMEMBER** it is not your job as a teacher to carry out an investigation – that role is performed by social services and/or the police.
- Cast doubt on what a child is telling you. It has probably taken a great deal

of courage for him/her to speak to you.

- Ask leading questions like “did he/she do X to you” / “did he/she touch you there” etc.
- Make value judgements about the abuser. Remember that in many instances a child still loves the abuser.
- Say anything that could make the child feel responsible for the abuse eg “why did you not tell someone before” or “are you sure this has happened to you”.
- PANIC. Remember the rule – THINK, FEEL and ACT. You need to have all three in balance when responding to suspected or alleged abuse. Remember that emotions can get in the way of rational thinking and that acting too hastily can be counter productive.

DO.....

- Accept what is said
- Take what the child says seriously.
- Listen without showing shock or disbelief.
- Ask open questions eg “do you want to tell me anything else?” or “yes” or “tell me what has happened”.
- Inform the designated person as soon as possible

Referrals

TRAFFORD FIRST RESPONSE, Tel: 0161 912 5125 will be the first point of contact for the Designated Person when dealing with concerns about the safety of a child who resides in Trafford. Manchester Social Services can be contacted on 0161 234 5001.

Trafford out of hours Emergency Duty Team (EDT), Tel: 0161 912 2020 (4.30pm-8.30am)

Confidentiality and Information Sharing

Information on children and child protection cases will only be shared within the school with those who need it in order to ensure the safety of the children. It is for the Designated Safeguarding Lead to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process.

All staff should be aware that they cannot keep ‘secrets’ and absolute confidentiality with children, and if children disclose abuse or give information that suggests they are unsafe, this MUST be passed on to the Designated Safeguarding Lead.

Record Keeping

All recording must be factual, ‘contemporaneously’ recorded at the time or as soon as possible after the event. All records must be accurately dated (day, month, year) and timed 24hr clock.

Records must include-

- Nature of concern
- What gave rise to the concern
- Action taken
- Extent and nature of any involvement by others

If a disclosure is made, you must accurately record the content and any responses made. It should be signed with full name and designation.

Induction and Training

All school based staff will be offered level 1 safeguarding training to include internal school procedures, responsibilities, child protection process, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. The Designated Safeguarding Lead must attend training every 2 years as required by Statutory guidance,

Review

The schools policy for dealing with child protection issues will be reviewed annually. In the event of a child abuse incident the internal procedures will be reviewed to ensure their effectiveness. A written record will be kept of this review

References

KCSIE SEPTEMBER 2023

Safer Recruitment in Education (2009)

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

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

Revised Prevent duty guidance (2015)

Working together to safeguard children (2023)

Counter Terrorism and Security Act 2015

Framework for the Assessment of Children In Need and their Families Practice Guidance (DH/ DfES 2000)

TSCB Safeguarding Children Procedures (2015)

Guidance for Safe working Practice for the Protection of children and staff in education settings (2020)

Safeguarding Disabled Children: Practice guidance (July 2009)

Appendix Two; School Policies

Statutory Policies relating to Safeguarding are:

- Health and Safety policy
- Behaviour policy
- Central record of recruitment and vetting checks
- Statement of procedures for dealing with allegations of abuse against staff

Other relevant policies

- Attendance
 - Physical Interventions/Positive Handling
 - Managing safeguarding allegations against another pupil
 - Work Experience and Extended work placements
 - Relationships, Sex and Health Education
 - Equal Opportunities,
 - ICT and Access to the Internet/online e safety
 - Educational Trips and Visits Policy
 - First Aid
 - Meeting the needs of students with medical conditions
 - Whistleblowing
 - Special Educational Needs,
 - Disability Discrimination,
 - Promoting British Values
- Promoting fundamental British values through SMSC - Publications GOV.UK

TSCB Policies

- Managing Allegations and Concerns Against Staff and Volunteers,
- Forced Marriage,
- Domestic Abuse,
- Missing from Home and Care,
- Private Fostering,
- Child Sexual Exploitation,
- Guns and Gangs,
- E-Safety Policy.

Appendix Three; Recognising Child Abuse

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Categories of Abuse:

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

Signs of Abuse in Children:

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

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

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

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

The parent or carer may:

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

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

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

Burns and Scalds

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

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)

- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

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

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness
- Low self- esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

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

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural. Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

Child on child sexual violence and sexual harassment

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation.

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

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

Inappropriate sexual behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that

some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

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

Support can be found at Paragraph 43 and Annex A in the Sexual violence and sexual harassment between children in schools and colleges advice which provides information and links to resources.

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

Assessment

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

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

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

Recognising Neglect

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

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

Child Sexual Exploitation

Statutory definition of Child Sexual Exploitation- updated in line with guidance in Working Together to Safeguard Children – 2018

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

(a) in exchange for something the victim needs or wants, and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeatedly contracting sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources

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

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

Child Criminal Exploitation and County Lines

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (<http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>) should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Gangs and Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see p49)

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance. This can be found on TEAMS in the Safeguarding Documents folder on Serious Violence.

Appendix Four

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.

Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

FGM is carried out in the belief that;

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

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK. Circumstances and occurrences that may point to FGM happening;

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

Signs that may indicate a child has undergone FGM:

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

As with Forced Marriage there is the 'One Chance' rule. 'Mandatory Reporting of Female Genital Mutilation - procedural information', Home Office (October 2015). It is essential that settings /schools/colleges take action **without delay**. The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. *NB For school staff this will occur from a disclosure and not a physical examination*

Radicalisation

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

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

- Assessing the risk of students being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology.
- Demonstrating that robust safeguarding policies are in place to identify children at risk, and intervening as appropriate (by referring students to Channel or TRAFFORD FIRST RESPONSE, for example.)
- Ensuring that clear protocols are in place so that any visiting speakers are suitable and appropriately supervised within school.
- Ensuring that fundamental British values are promoted within the curriculum and extra-curricular activities and reflected in the general conduct of the school.
- Ensuring that safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Trafford Safeguarding Children Board (TSCB). This policy describe procedures which are in accordance with government guidance and refers to locally agreed inter-agency procedures put in place by the TSCB.
- Training key staff to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas. They should know where and how to refer children and young people for further help. Prevention work and reductions of risk will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti –bullying policy and other issues specific to the school's profile, community and philosophy.
- Protecting children from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.
- We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

Appendix Five; Information Sharing

GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need.

The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent (DPA Part 2,18; Schedule 8, 4).

When Designated Safeguarding Leads in schools are considering whether or not to share safeguarding information (especially with other agencies) it is considered best practice for them to record who they are sharing that information with and for what reason. If they have taken a decision not to seek consent from the data subject and/or parent/carer that should also be recorded within the safeguarding file.

All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information **must not be allowed** to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards should still be in place.

The Working Together on Safeguarding Children statutory guidance states the following:

1. Effective sharing of information is essential for early identification of need, assessment, and service provision to keep children safe.
2. All professionals responsible for children should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (e.g. they are being supported as a child in need or have a child protection plan). You should be alert to sharing important information about any adults with whom that child has contact, which may affect the child's safety or welfare.
3. Information sharing is also essential for the identification of patterns of behaviour when a child has gone missing, when multiple children appear associated in the same context or locations of risk, or in relation to children in the secure estate where there may be multiple local authorities involved in a child's care.
4. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern. To ensure effective safeguarding arrangements:
 - ❖ You should have arrangements in place that set out clearly the processes and the principles for sharing information. The arrangement should cover how information will be shared within your own organisation/agency; and with others who may be involved in a child's life.

- ❖ All professionals responsible for children should not assume that someone else will pass on information that they think may be critical to keeping a child safe. If a member of staff has concerns about a child's welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with local authority children's social care and/or the police. Staff should be particularly alert to the importance of sharing information when a child moves from one school to another, due to the risk that knowledge pertinent to keeping a child safe could be lost.
- ❖ You should aim to gain consent to share information, but should be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if you have good reasons to do so, and believe that the sharing of the information will enhance the safeguarding of a child in a timely manner. When decisions are made to share or withhold information, you should record who has been given the information and why.
- ❖ Please refer to Annex 10.1 for a list of Safeguarding Myth-Busting points from the statutory guidance.

Appendix Six; A 'Good' Safeguarding School

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

ETHOS AND ENVIRONMENT

- The environment is welcoming and pleasant and students, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and students have high expectations of themselves and others and understand that long-term goals are worth working for.
- Students feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The school has a 'Child Protection and Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- There are policies which we use to ensure children receive early help so that they reach their potential in all areas of their development and reduces the likelihood of a referral to children's social care. It includes information on inter-agency thresholds that provides guidance around appropriate assessment, service provision and referral information in relation to level of need.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and students.
- All staff involved in safeguarding liaises regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

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

STAFF TRAINING

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

PUPIL ENGAGEMENT

- Pupil voice is valued and the Student Council is afforded respect and is involved appropriately in decision making.
- Students are given responsibility in supporting other students and are involved in routine organisational tasks and activities.
- Students are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- A social and emotional learning programme is effectively implemented by all staff and students.
- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the internet. This includes tackling issues leading to grooming and child sexual exploitation.
- There are formal and informal opportunities to praise reward and celebrate students behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

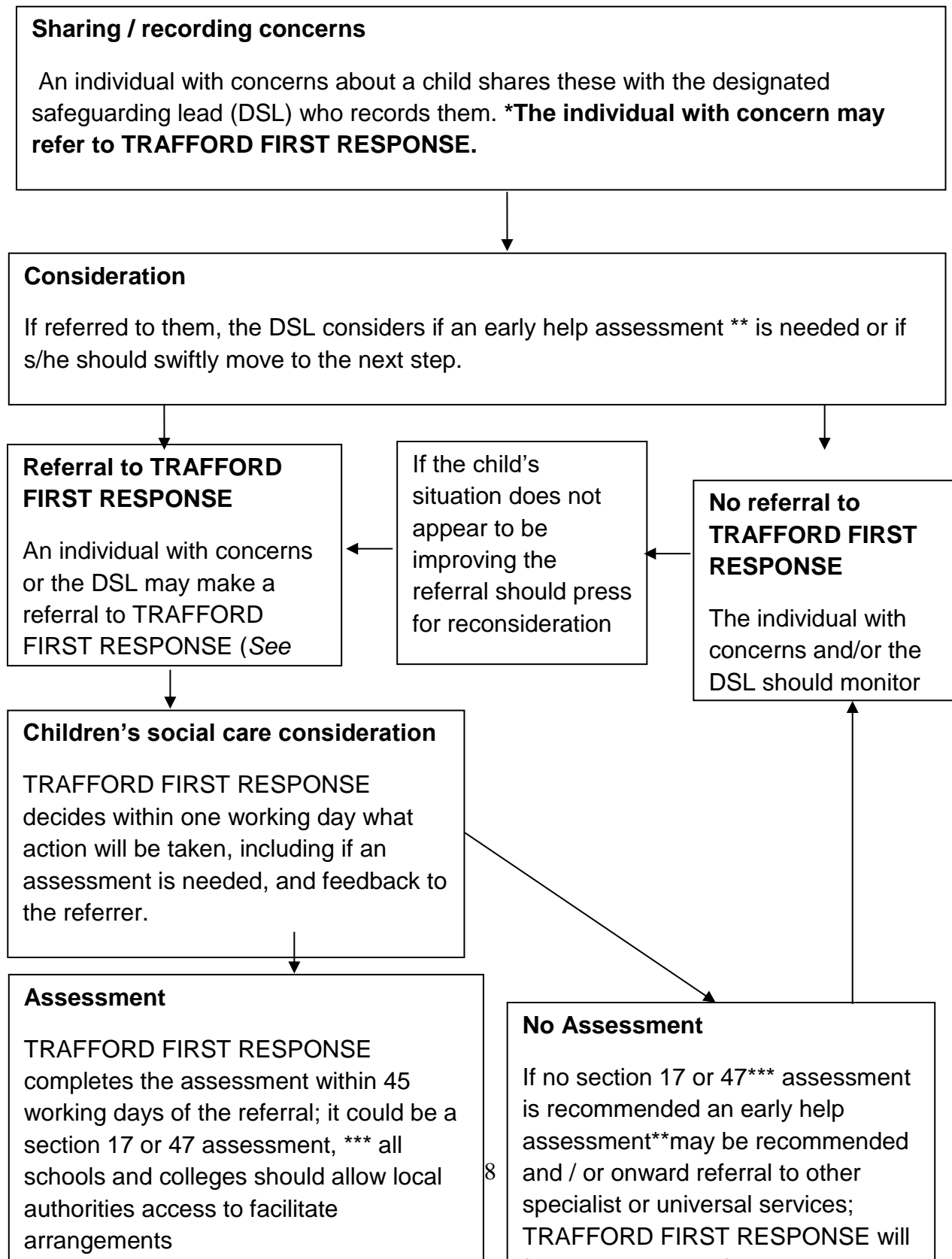
- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently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

Appendix Seven; Action when a child has suffered or is likely to suffer harm

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

Anybody can make a referral

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



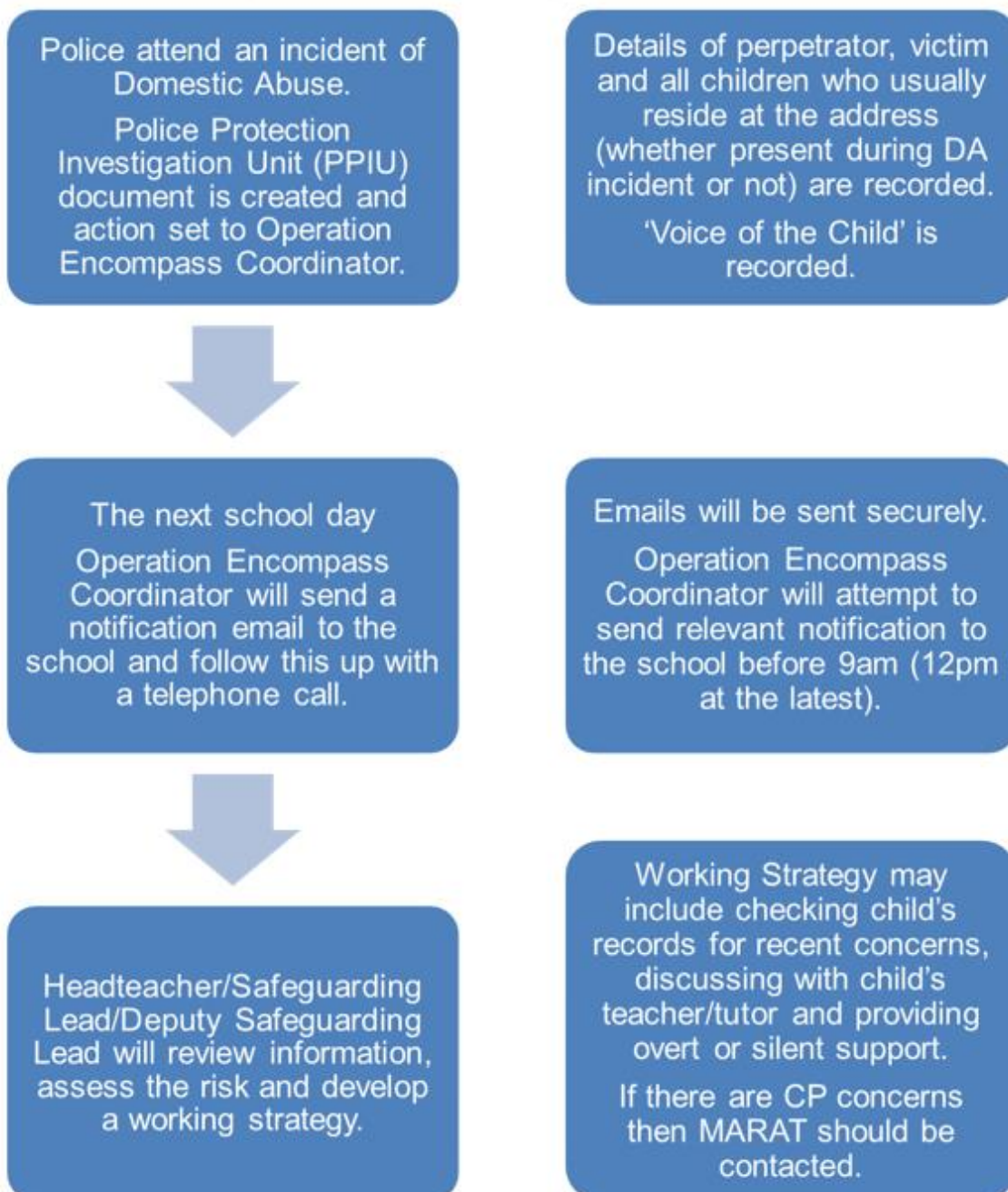
*In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

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

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

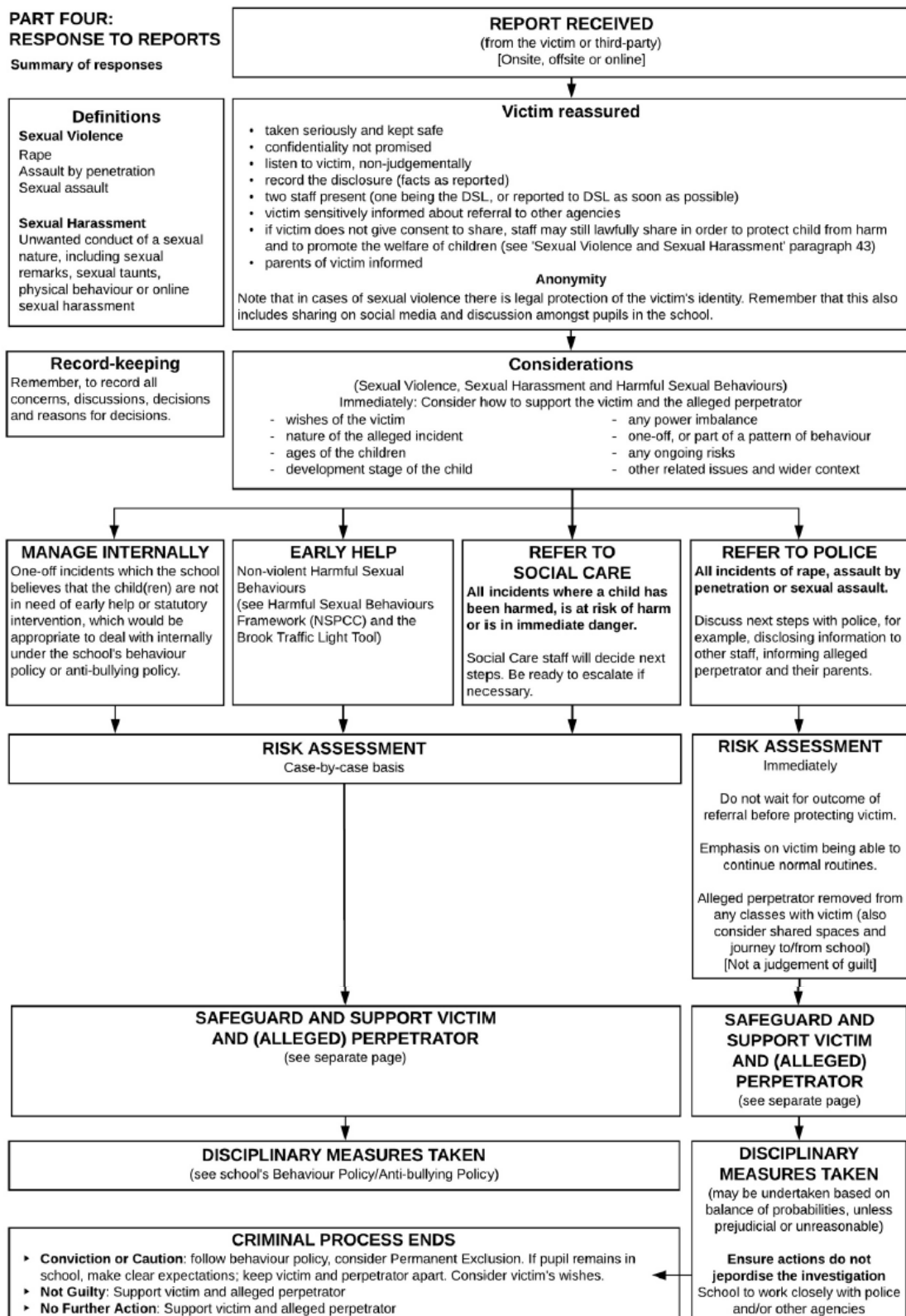
Appendix 8

Operation Encompass Process

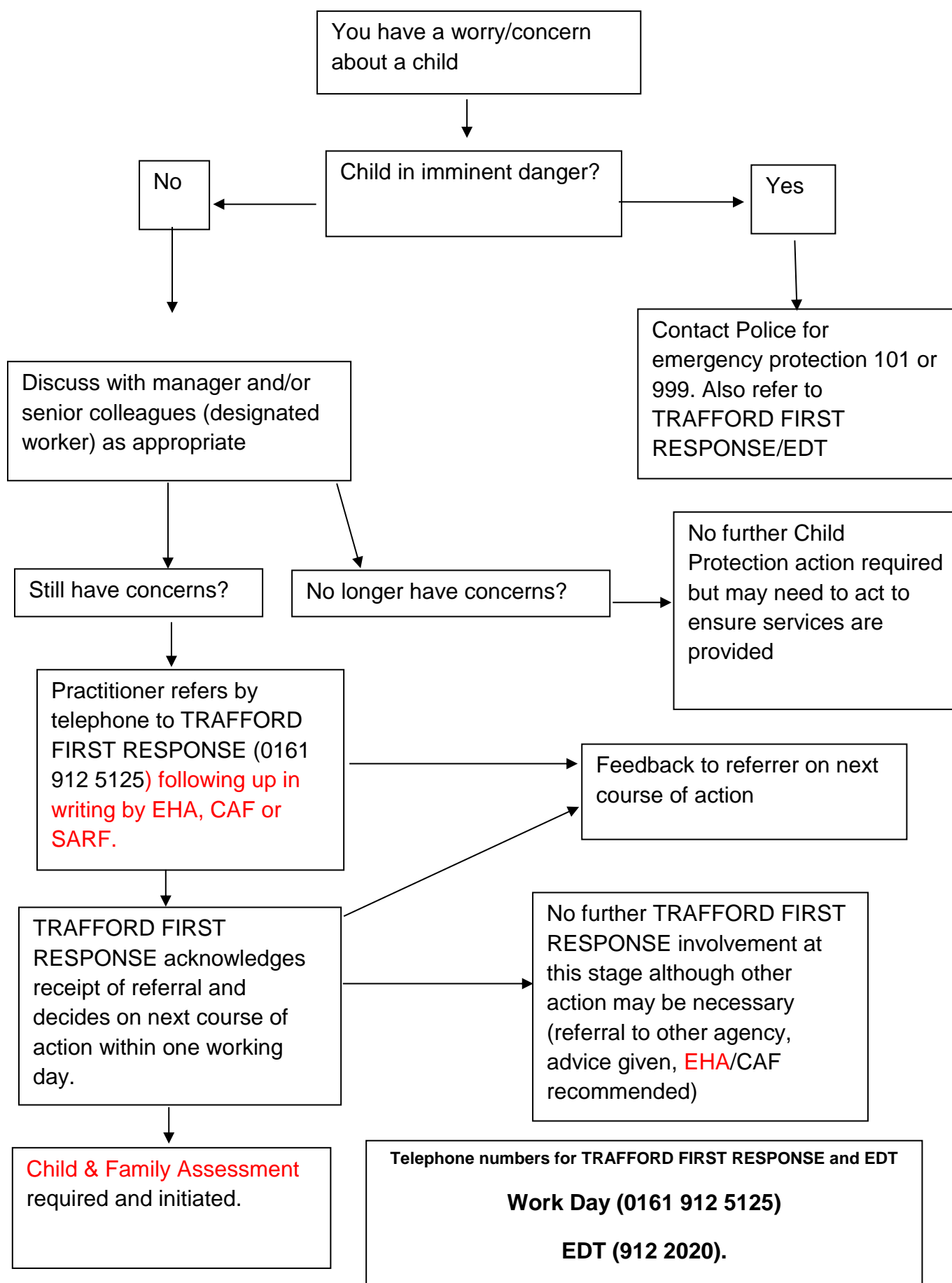


Appendix Nine

Responses to Reports of Sexual Harassment

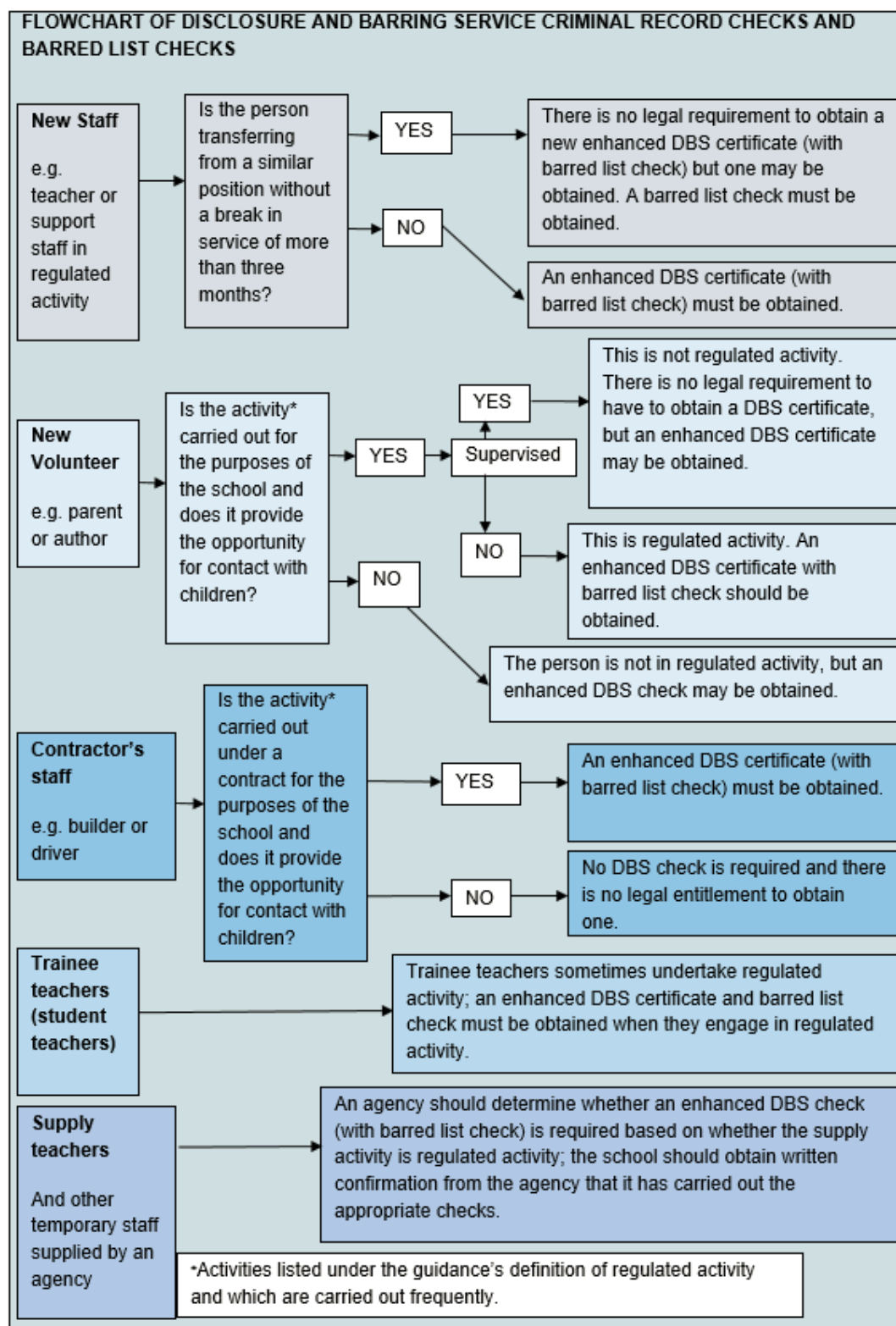


Appendix Ten; TRAFFORD FIRST RESPONSE FLOWCHART



Appendix Eleven

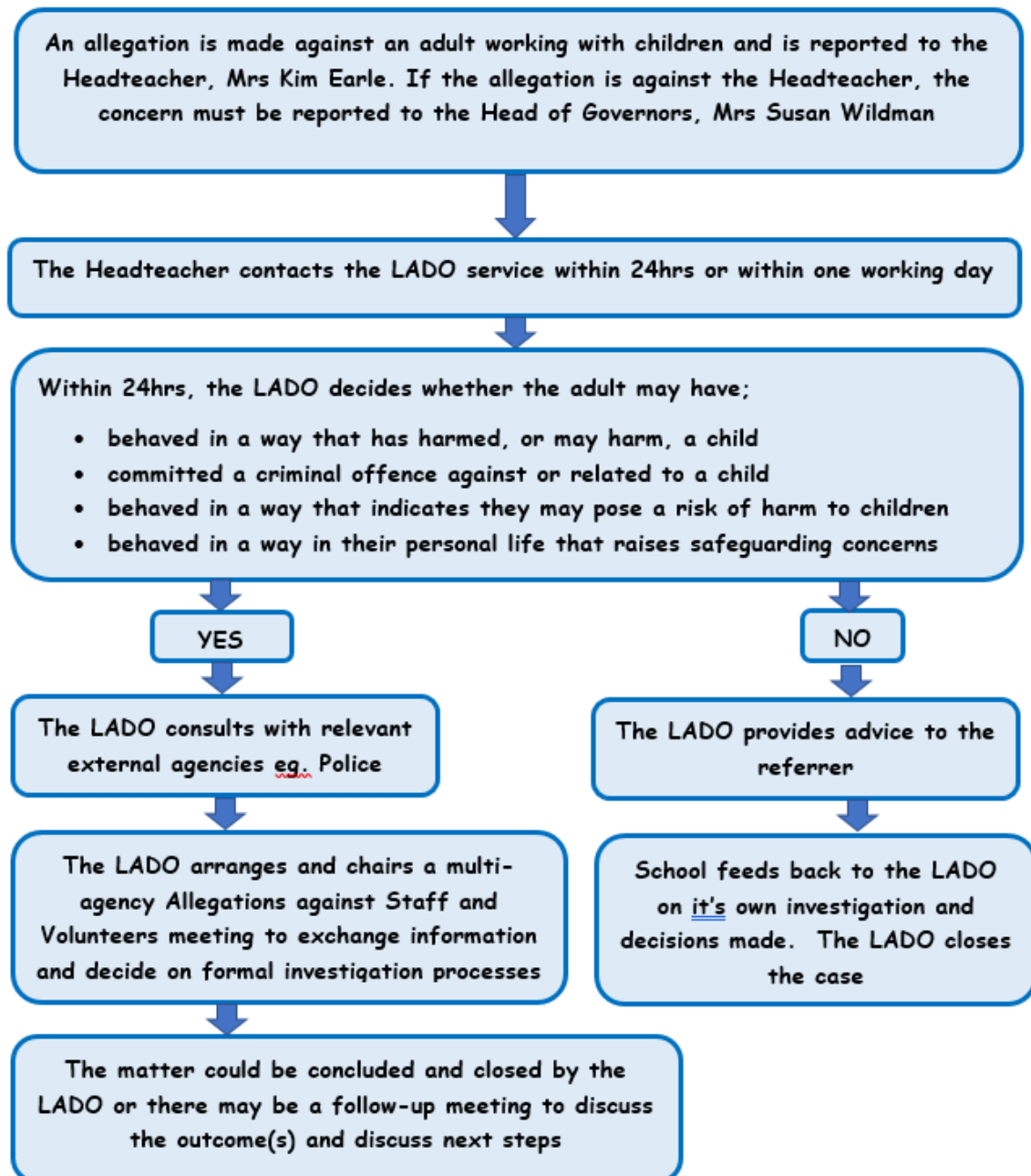
Flowchart of disclosure and barring service criminal record checks and barred lists checks



Appendix Twelve

LADO Response Flowchart – Allegations Against Members of Staff

Allegations Against Members of Staff



Appendix Thirteen

INFORMATION SHEET FOR VISITORS TO ALTRINCHAM COLLEGE

Welcome to Altrincham College, part of the South Manchester Learning Trust

Our mission is to provide a caring, secure environment in which each pupil will receive a quality education.

Safeguarding

If you have any safeguarding concerns whilst a visitor at Altrincham College, you should alert our Designated Safeguarding Lead, Miss Sharron Diffley or, if she is not available, the Deputy Safeguarding Officer; Jacqui Hudson-Kirkham or the Headteacher, Mrs Kim Earle. This should be done as a matter of urgency, and certainly before you leave the premises.

General

Please book in or out with Reception on arrival and departure. Please provide a copy of your DBS Disclosure and photo ID. Mr Paul Higgins (Cover and Exams Manager) is in charge of supply teachers and, if appropriate, will sign your supply salary claim form. A plan of the school is attached.

For Cover Teachers

Your cover slip gives the times of lessons, room numbers and what subject you will be teaching. A prompt start to lessons assists discipline throughout the school so please arrive at your classroom as soon as possible. Dismissal of your class should not be before the lesson bell, **nor should children be kept behind if it results in them being late for their next lesson or late leaving school at 3.10 p.m.** Should there be a problem, please refer this to the Head of Department, Head of Year or to Paul Higgins so that it can be dealt with.

We require you to take a Register every period (a paper student list will be supplied). Please tick the names of those present and send the list to the school office for each lesson.

Fire Routine:

Fire Alarm: a continuous announcement to vacate the building.

Assembly Points: *Tennis courts beside Sports Hall* - For pupils

Behind the maths block - Supply teachers and other visitors should report to Mrs Shields or Miss Diffley

Leave calmly by the nearest exit.

Appendix Fourteen

WHAT ARE MY RESPONSIBILITIES?

All those who come into contact with children through their every day work, have a duty to safeguard and promote the welfare of children. In this school we have a Safeguarding Policy which is available on the school website.

CAUSE FOR CONCERN

You may become aware whilst working with a student that there are some problems at home or elsewhere that give you cause for concern.

You may notice unexplained marks or bruising, or changes in the student's behaviour or manner.

Sometimes students become withdrawn, uncommunicative or unable to concentrate; others display uncharacteristic aggressive behaviour.

They may be discussing inappropriate topics with their friends about life outside of school hours. You may hear something which raises concern about a student's safety or they may be expressing extreme views on a particular topic.

WHAT SHOULD I DO IF A CHILD DISCLOSES THEY ARE BEING HARMED?

Although the likelihood is small, it is important to know what to do in such an eventuality.

Listen to the student rather than directly question.

Never stop a child who is freely recalling.

Never agree to keep a secret

Make a record of the discussion.

Record any events up to the time of the discussion.

Do not take photographs of injuries. Do not look at pictures or videos on the student's phone.

Tell the young person that the matter will be referred to a designated member of staff. Reassure them that they have done the right thing in coming forward.

If you have any concerns about a student's welfare, report it at once to a member of our Safeguarding Team. Their names and contact details are overleaf

WHAT SHOULD I DO IF THE ALLEGED ABUSER IS A MEMBER OF THE SCHOOL STAFF?

You should report such allegations to the Designated Safeguarding Lead or the Headteacher. If the allegation is about the Headteacher, contact the Governors.

HOW DO I ENSURE THAT MY BEHAVIOUR IS ALWAYS APPROPRIATE?

Ensure you have signed in at reception and are wearing an ID badge at all times.

Appropriate relationships with students must be based on mutual trust and respect.

Avoid being over familiar as this can be misinterpreted by a young person.

If you are working with a student on their own, always ensure that the door is left open or that you are visible to others

Never make arrangements to meet a student outside school hours without school or parental permission.

Do not exchange non-school emails, social media communication or text messages with students, or give out personal details.

Respect personal space and don't lean too close to a student when you are in class or helping them around school.

Appendix Fifteen

COVID-19 School Response

Introduction

COVID-19 (commonly known as Coronavirus) has presented a huge challenge nationally to the normal running of education and child care provision. On 23rd March 2020 all schools in the United Kingdom were closed on the advice of the UK Government to help delay the spread of the Coronavirus, and that they were only to remain open for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Education and child care settings are also expected to remain open to those children who are identified as vulnerable¹ and their needs cannot be catered for at home, or they need to attend the education/child care setting as it is a safe place.

This appendix has been prepared to explain key changes and interim measures being taken within our setting to continue to meet our safeguarding requirements during these extraordinary times.

Status of this document

This is an appendix to the main body of our Safeguarding and Child Protection Policy and will be effective from insert date until the setting returns to business as usual, following the COVID-19 pandemic.

It has been formally agreed and signed off by Sharron Diffley (DSL) and Kim Earle (Headteacher)

Any questions about the contents of this document should be directed to:

Name: Sharron Diffley

Job Title: DSL

Email: sdy@altrinchamcollege.com

Telephone: 0161 980 7173 / 07572 321353

Designated Safeguarding Lead (DSL) arrangements

It is vital that while our setting remains open a suitably trained DSL is available for consultation and advice.

The optimal scenario for our setting and one we will strive to achieve is to have a trained DSL or deputy available on site. Due to staff self-isolating, social-distancing or being physically unavailable for other reasons, it is recognised this may not always be possible, and where this is the case there are two options we will implement, the first being the preferred and second a backup option:

1. A trained DSL or deputy from the setting will be available to be contacted via phone or online video i.e. skype, if they are working off site

¹ Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

2. Sharing trained DSLs or deputies with other schools in the SMLT until our own trained DSL can return to work or be available.

Where a trained DSL or deputy is not on site, in addition to one of the above options, the setting will have a senior leader who will take responsibility for co-ordinating safeguarding on site. This person will update and manage access to child protection files, liaise with the offsite DSL (or deputy) and as required liaise with children's social workers where they require access to children in need and/or to carry out statutory assessments at the setting.

Our DSL, deputy DSL and others with designated roles are identified in the main body of our Safeguarding and Child Protection Policy. In the event one of the above scenarios is implemented and the DSL changes, this will be communicated to staff by email.

Contacting Trafford Children's First Response

Making referrals into Trafford Children's First Response will continue as usual, with referrals being made via the online referral form, and telephone consultations taking place when advice is required. Where possible the referral will be made by the DSL, however if the DSL is not available in person the senior leader who is co-ordinating safeguarding on site may be required to make the referral on behalf of the DSL after getting advice from a suitably experienced deputy DSL.

- Online Referral Form – www.trafford.gov.uk/firstresponse
- Telephone – 0161 912 5125
- Email – FirstResponse@trafford.gov.uk

Contacting the Local Authority Designated Officer (LADO)

In the instance a referral to the LADO is necessary this will be actioned by the Headteacher, or in their absence, the DSL within 1 working day of the allegation coming to light. Should they not be available then a Deputy Headteacher will make the referral.

Contact methods for the LADO will remain the same with all LADO referrals being made via the online referral form. Consultation by phone may be necessary in which case this will be done via Trafford Children's First Response (contact details above).

- Online Referral Form - <https://trafford-framework.egovhub.net/ALLEGATIONOFPROFESSIONALABUSE/launch>
- Email – LADO@trafford.gov.uk

Attendance of Vulnerable Children

While school is closed to the general school population the children of key workers and those who are vulnerable may still need to attend school because they require a safe place, or their needs cannot be properly catered for at home. The attendance information for vulnerable children will be reported to the local authority on a daily basis. The method for doing this is through the The Vulnerable Children's Daily Log Attendance sheet which is emailed daily to Trafford First Response by the DSL

Vulnerable children may not be attending school for other reasons including self-isolation, social-distancing or for another reason, these will be monitored by the setting and contact with the child and their family will be maintained via weekly phone calls from the DSL or deputy DSLs. When phone calls are not answered and contact cannot be established with a

family, the setting will contact the social worker allocated to the family. Where the social worker cannot be reached, a telephone call to Trafford First Response will be made.

Children of concern who do not meet the ‘vulnerable’ definition

The setting also has students about whom there are concerns, however they do not have a social worker or an Education, Health and Care (EHC) Plan so do not meet the criteria of a ‘vulnerable’ child. All children and parents have access to mobile telephone lines directly to their pastoral managers and safeguarding leads.

Miss Diffley [Designated Safeguarding Lead]: 07873 387591

Mrs Scholes [Pastoral Support for Years 7 and 8]: 07395 957033

Mrs Sherry Brennan [Pastoral Support for Years 9 and 10]: 07395 930580

Miss O'Brien [Pastoral Support for Year 11]: 07754 122657

Ms Vitalis [Education and Welfare Officer]: 07565 712486

The children will be encouraged by email and social media posts to use these phone lines if they are worried or concerned about their own safety or that of a friend.

All other Children

While the setting is closed to the general student population the setting still have a duty to keep them safe, including online. The following measures have been implemented to ensure that contact with children is maintained and setting staff can maintain oversight of their welfare as best as practically possible.

- Regular contact with class teachers in emailing work
- Regular email contact from DSL to all children and parents to remind them of the support available to them

If staff have any concerns about children they will follow the standard reporting procedure outlined in the main body of our Safeguarding and Child Protection Policy.

Staff Training

When the setting is open for the children or key workers or vulnerable children it will be staffed appropriately and all staff will satisfy the training requirements of ‘Keeping children safe in education, September 2020²’, in that they will have had copies of the following policies and had them explained to them how they operate in the setting:

- Safeguarding and Child Protection Policy

² <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> - Department for Education statutory guidance for schools and colleges on safeguarding children and safer recruitment.

- Behaviour Policy
- Staff Code of Conduct
- Safeguarding response to Children who go missing from education
- Role of the DSL (including the identity of the DSL and any their deputy/deputies)
- Part one and Annex A of Keeping children safe in education, September 2020.

In addition to the above all staff will have received appropriate safeguarding and child protection training. Further to this, all staff receive regular safeguarding updates, this is done in the following ways:

- Staff meetings
- Staff information board in staff room
- Email bulletins
- Newsletters

Allegations against Adults working with Children

Any staff member who works in the setting will be aware of the process for sharing concerns about colleagues or other adults who works with children in regulated activity. In our setting they will report these concerns directly to the Headteacher or DSL as soon as practically possible, ideally face to face, however during challenging times that may not always be possible, and a telephone call is also acceptable.

It is made clear to staff in training, induction and in our Whistleblowing Policy that they should not consult or speak of the concern/allegation with other parties, so as not to damage the integrity of any potential investigation, nor tarnish the reputation of colleagues prior to any due process.

Appendix Sixteen

Useful LINKS

Multi Agency Threshold Guidance

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

Single Agency Referral Form (SARF)

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

Early Help

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

Early Help threshold document



Threshold-Table-V2
Early Help.pdf

Useful contacts

TRAFFORD FIRST RESPONSE; 0161 912 5125

Emergency Duty Team (EDT) 0161 912 2020

Anita Hopkins -Trafford Local Authority Designated Officer (LADO)-0161 912 5024

Channel- 0161 856 6362

Jonathan King Specialist Education Practitioner –TRAFFORD FIRST RESPONSE;
0161 912 5010 jonathan.king@trafford.gov.uk

channel.project@gmp.police.uk

Other useful links

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

[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (May 2020).

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

[Information Sharing: Advice for practitioners', DfE \(March 2015\)](#)

['The Prevent duty: Departmental advice for schools and childcare providers', DfE \(2015\)](#)

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

NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

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

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

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

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

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

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

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Useful links

Resources (websites)

- NSPCC Safeguarding and Child Protection in schools: <https://www.nspcc.org.uk/preventing-abuse/safeguarding/schools-protecting-children-abuse-neglect/>
- NSPCC Safeguarding in Education Self-assessment tool: <https://www.nspcc.org.uk/services-and-resources/working-with-schools/esat/>
- Andrew Hall range of topics: <https://www.safeguardingschools.co.uk/latest/>
- CEOP: <https://www.ceop.police.uk/safety-centre/>
- Think u know: <https://www.thinkuknow.co.uk>
- Parent Info: <http://parentinfo.org/>
- UK Safer Internet Centre: <https://www.saferinternet.org.uk/>
- UKCCIS, including a guide for parents and useful audit questions for governors: <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

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

Documents and Guidance

- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (September 2021)
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> (2018)
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (May 2020).
- 'What to do if you're worried a child is being abused', DfE (March 2015)
- Information Sharing: Advice for practitioners', DfE (March 2015)
- Statutory documents and guidance: <https://www.safeguardingschools.co.uk/essential-safeguarding-documents/>
- DfE guidance and documents: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- DfE latest news and links: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children/latest>
- Young Person's guide to KCSiE: <http://www.cheshireeastlscb.org.uk/pdf/young-persons-guide-to-keeping-children-safe.pdf>
- Preventing Bullying: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- FGM: <http://www.tscb.co.uk/docs/Multi-Agency-Statutory-Guidance-on-FGM-FINAL.pdf>
-
- SCR FAQs: <https://www.safeguardingschools.co.uk/single-central-record-faqs/>
- Governance Handbook: <https://www.gov.uk/government/publications/governance-handbook>
- Statutory Policies: <https://www.gov.uk/government/publications/statutory-policies-for-schools>
- School Security: <https://www.gov.uk/government/publications/school-security>
- Safeguarding in English Schools: <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-8023#fullreport>
- <http://www.childrenscommissioner.gov.uk/publications/young-person-guide-working-together-safeguard-children>
- <http://www.childrenscommissioner.gov.uk/publications/young-persons-guide-keeping-children-safe>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- <https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

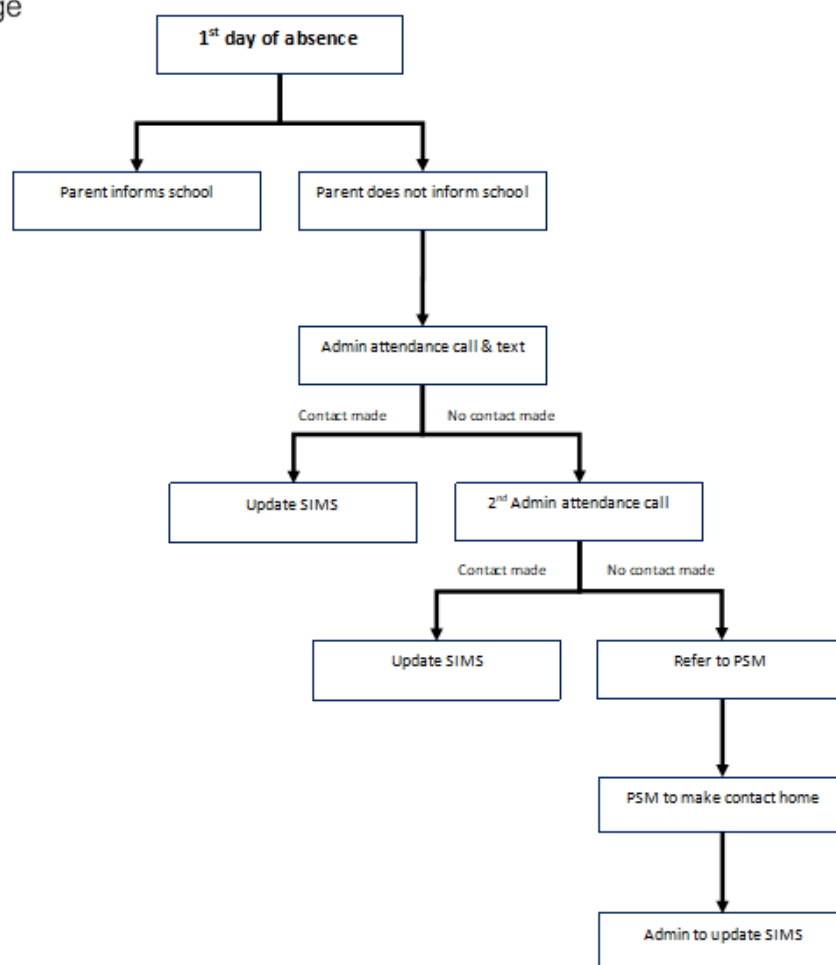
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/42519/Channel_Duty_Guidance_April_2015.pdf
- '*The Prevent duty: Departmental advice for schools and childcare providers*', DfE (2015)
- '*Mandatory Reporting of Female Genital Mutilation - procedural information*', Home Office (October 2015)

Free posters, leaflets and guides

- Vodafone Digital Parenting Magazine: <https://parentzone.org.uk/DP5>
- Free NSPCC 'Share Aware' guides for parents:
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/share-aware-schools-resources-form/?source=sateaching>
- NSPCC 'Share aware' guide as a pdf:
<https://www.nspcc.org.uk/globalassets/documents/advice-and-info/share-aware.pdf>
- Online safety: http://www.esafety-adviser.com/esafety-posters/?mc_cid=d4de9fe0d3&mc_eid=6a9773dffe
- Signs of abuse: <https://www.safeguardingschools.co.uk/free-safeguarding-posters/>
- CSE: <http://www.safeguardingchildren.co.uk/safeguarding-news/parents-picture-teachers-view-child-sexual-exploitation/>
- NSPCC for children: <https://www.nspcc.org.uk/services-and-resources/research-and-resources/childline-posters-wallet-cards/>
- NSPCC for adults: <https://www.nspcc.org.uk/services-and-resources/research-and-resources/helpline-posters/>
- NSPCC leaflets and guides for staff, parents and children:
<https://www.nspcc.org.uk/services-and-resources/research-and-resources/leaflets-posters/>
- NSPCC 'Pants' guides for staff, parents and children:
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>
- NSPCC Underwear rule poster: http://www.hillcrest.leeds.sch.uk/hillcrest-website-content/uploads/2016/01/HA_Underwear-Rule_144.pdf
- Anxious Child Booklet:
https://www.mentalhealth.org.uk/sites/default/files/anxious_child.pdf?mc_cid=d4de9fe0d3&mc_eid=6a9773dffe
- App guides for parents; https://www.thinkuknow.co.uk/parents/Support-tools/How-to-guides/?mc_cid=d4de9fe0d3&mc_eid=6a9773dffe
- Doodle Downloads: http://doodleeducation.com/?product_cat=doodle-downloads&mc_cid=d4de9fe0d3&mc_eid=6a9773dffe
- NSPCC exam stress guide for young people: <https://www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/beat-exam-stress/>
- Forced marriage: <http://www.notinmyclassroom.co.uk/resources/>
- CSE: <https://www.westyorkshire.police.uk/cse>
- Mental Health: <https://www.minded.org.uk/>

- FGM: <https://www.fgmelearning.co.uk/>
- PREVENT: <https://www.elearning.prevent.homeoffice.gov.uk/>
- Channel Awareness: http://course.ncalt.com/Channel_General_Awareness/01/index.html
- Forced marriage: <http://www.safeguardingchildren.co.uk/resources/awareness-of-forced-marriage-register-for-training/>
- CSE: <http://www.safeguardingchildren.co.uk/safeguarding-news/keep-them-safe/>
- CSE: <https://www.seenandheard.org.uk/>
- Self harm: http://www.safeguardingchildren.co.uk/self-harm-free-online-course/?utm_source=Homepage
- NSPCC and O2 Online email series: <https://nspcc.o2.co.uk/>
- For Governors: <https://www.safeguardingschools.co.uk/understandingsafeguardingandgovernance2/>
- Mental health, Mental illness and Resilience in children and young people: http://cs1.e-learningforhealthcare.org.uk/public/CPN%5CCPN_02_003/d/ELFH_Session/9/session.html?lms=n#overview.html
- Modern slavery: <http://www.e-lfh.org.uk/programmes/modern-slavery/>
- Live my digital: https://www.gdst.net/livemydigital?mc_cid=e1795e8f7b&mc_eid=6a9773dffe
- Dementia: <http://www.e-lfh.org.uk/programmes/dementia/open-access-sessions>

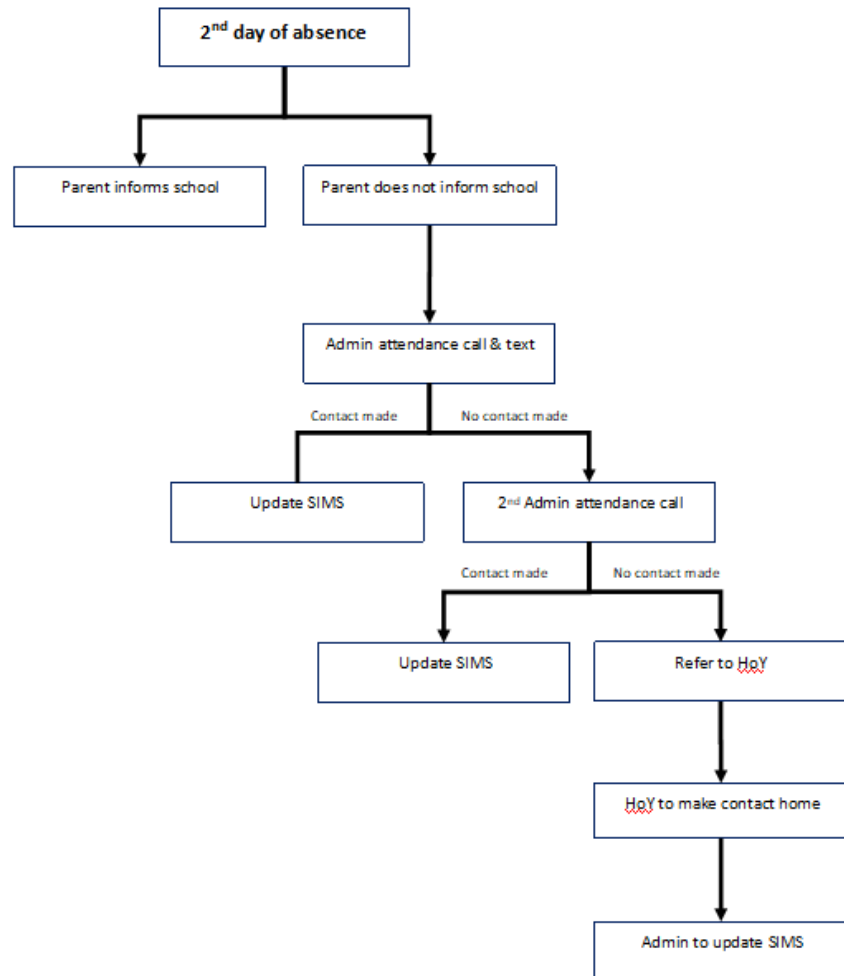
Appendix Seventeen – Attendance



Student meets with form teacher to discuss absence – record on CPOMS and SIMS marksheet.

Students who are LAC/CIN/CP:

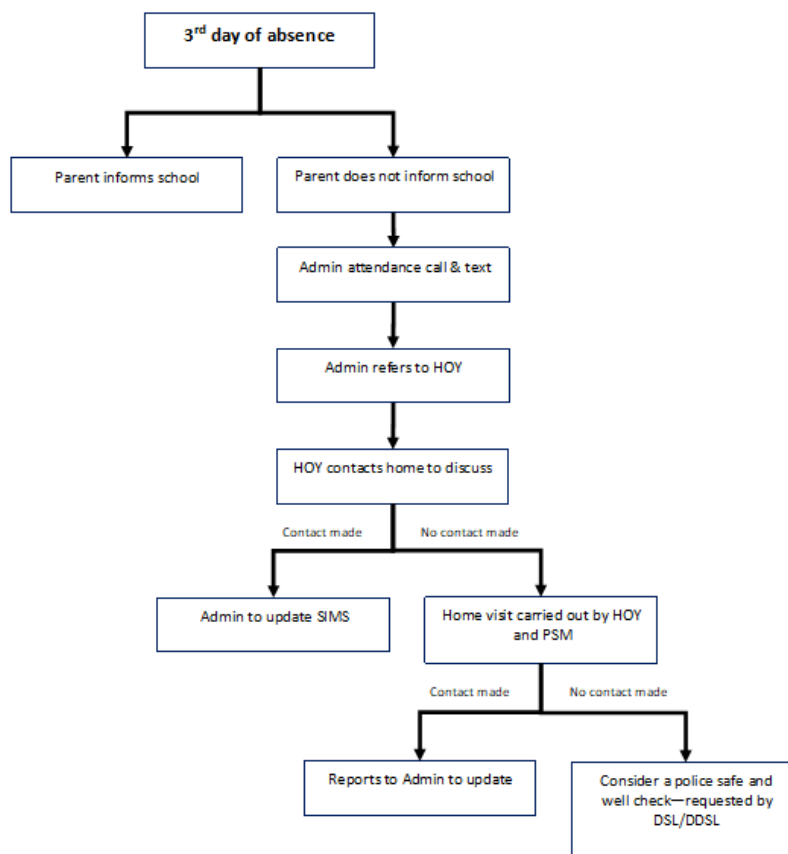
- Social worker informed if absence is not reported.
- DSL/DDSL informed if no contact is made with parents.



Student meets with form teacher to discuss absence – record on CPOMS .

Students who are LAC/CIN/CP:

- Social worker informed if absence is not reported.
- DSL/DDSL informed if no contact is made with parents.

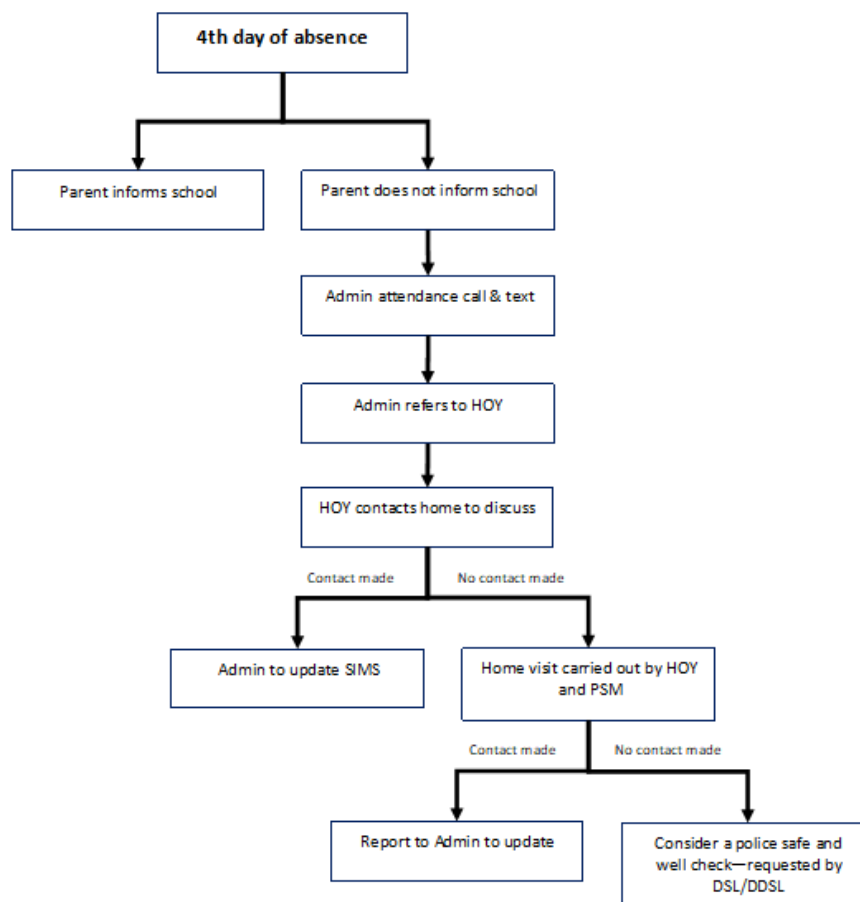


Student meets with form teacher to discuss absence – record on CPOMS.

HOY/PSM contacts parents to see if support is needed – record on CPOMS.

Students who are LAC/CIN/CP:

- Social worker informed if absence is not reported.
- DSL/DDSL informed if no contact is made with parents.

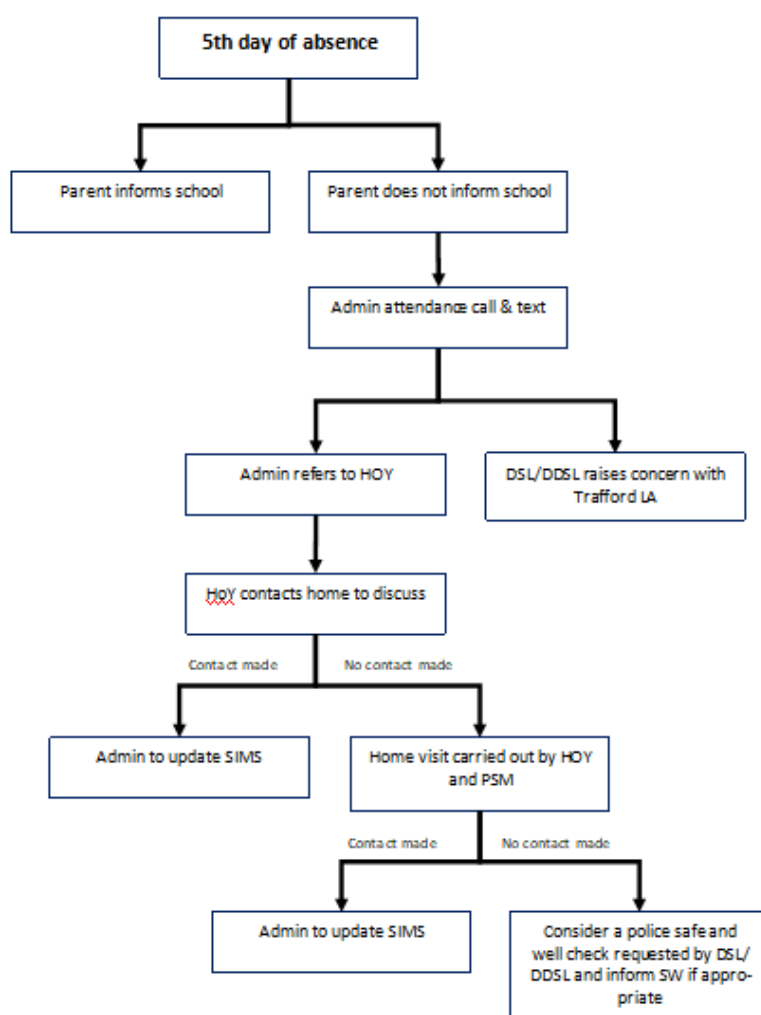


Student meets with form teacher to discuss absence – record on CPOMS.

HOY/PSM contacts parents to see if support is needed – record on CPOMS.

Students who are LAC/CIN/CP:

- Social worker informed if absence is not reported.
- DSL/DDSL informed if no contact is made with parents.



Student meets with PSM to discuss absence – record on CPOMS .

HOY/PSM contacts parents to see if support is needed – record on CPOMS.

Students who are LAC/CIN/CP:

- Social worker informed if absence is not reported.
- DSL/DDSL informed if no contact is made with parents.

Absence totalling more than **5 occasions**, student meets with HOY to discuss absence. HOY invites parents into school for an Attendance Panel Meeting.

Appendix Eighteen; Glossary of Terms

Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children. <i>(Definition provided by Working Together 2018)</i>
Accommodation	Section 20 of the Children Act 1989 enables a local authority to provide accommodation for a child who has no person with parental responsibility for him/her, is lost or abandoned or whose parent cannot provide suitable accommodation and care.
Allocated case	A case that has been made the responsibility of a named social worker or other key worker until such time as the case is closed, transferred or managed in such other way that the named worker no longer has responsibility for it.
Assessment	The assessment of developmental needs of a child within their family and wider environmental context to determine, if the child has needs and what services they require. The assessment may be general in nature (e.g.,) CAF, Child and Family or relate to a specific developmental need (e.g. health or education.)
Bullying and Cyberbullying	Behaviour that is <ul style="list-style-type: none"> • Repeated • Intended to hurt someone either physically or emotionally • Often aimed at certain groups, eg. Because of race, religion, gender or sexual orientation
CAF	Child and family
Care order	A court order under s.31 of the Children Act 1989 placing a child in local authority care to protect the child from harm they are suffering or may suffer, whilst under the care of his/her parent (and/or being beyond a parent's control).
Child	Anyone under 18 years of age. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.
Child in need	Section 17 (10) of the Children Act 1989 defines a child in need as a child who, without the provision of local authority services:

	<p>a) Who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services to them by a local authority</p> <p>b) Whose health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or</p> <p>c) They are disabled, and “family”, in relation to such a child, includes any person who has parental responsibility for the child and any other person with whom they have been living.</p>
Child protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. <i>(Definition provided by Working Together 2018)</i>
Child protection enquiry	<p>Where a local authority:</p> <p>(a) are informed that a child who lives, or is found, in their area</p> <p style="padding-left: 40px;">(i) is the subject of a emergency protection order, or</p> <p style="padding-left: 40px;">(ii) is in police protection; and</p> <p>(b) have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm</p> <p>Section 47 of the Children Act 1989 gives children's social care a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.</p>
Child Sexual Exploitation (CSE)	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	Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection. <i>(Definition provided by Working Together 2018)</i>

Child and Family Assessment	An assessment conducted by a social worker which addresses the central and most important aspects of the needs of the child and the capacity of their parents to respond to these needs. It is to be undertaken where circumstances are complex and should be completed within 45 working days of referral.
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.
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.
Disclosure and Barring Service (DBS)	<p>The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaced the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).</p> <p>The DBS is responsible for:</p> <ul style="list-style-type: none"> • processing requests for criminal records checks • deciding whether it is appropriate for a person to be placed on or removed from a barred list • placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland
Domestic Abuse	<p>Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:</p> <ul style="list-style-type: none"> • psychological • physical • sexual

	<ul style="list-style-type: none"> • financial • emotional
Duty children's social worker	Professional from the Children's Social Care team that receives and responds to all child concern referrals – in office hours.
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
EHA	Early Help Assessment
EHCP	Education, Health and Care Plan
Emergency duty team (EDT)	A social work team providing an out of hours social care service for Trafford.
Emergency Protection Order	A court order under Section 44 of the Children Act 1989 giving Children's Social Care and the Police the power to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).
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 over-protection 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>
Encompass	Multi agency response and information sharing related to acts of domestic violence in the home.
Enquiry checks	Checks made of agencies involved with a child for Section 47 child protection investigation purposes.

Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there is no medical reason for this to be done.
Gangs and 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 anti-social behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>
Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> • disability • race • religion • transgender identity • sexual orientation.
Honour Based Violence (HBV)	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.
Impairment of health and development	Where professionals are seeking to judge whether a child's health and development have been significantly harmed, the Children Act 1989 (s31 (10)) directs them to make a comparison with the health and development which could reasonably be expected of a similar child.
Integrated Children's System (ICS)	Case management system for case recording within Children's Social Care. Introduced in 2008, this is a government sponsored system with national criteria for local software providers to adhere to. It ensures that there is consistency of practice across all social work teams, improves transparency and accountability.
LADO	Local Authority Designated Officer

Local Safeguarding Children Board (LSCB)	<p>Local Safeguarding Children's Boards (LSCBs) are a statutory bodies established in each local authority area under Section 14 of the Children Act 2004. The purpose of LSCBs is:</p> <p>a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and</p> <p>b) to ensure the effectiveness of what is done by each such person or body for those purposes.</p>
Nominated safeguarding children adviser	The person/people in each agency who has/have responsibility for child protection issues in that agency and provide child protection advice to frontline professionals / clinicians, e.g. child protection lead in schools, designated and named doctors and nurses etc.
Neglect	<p>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Parent	Parent or carer of a child.
Parental Responsibility	All the duties, rights, powers, responsibilities and authority which by law a parent of a child has in relation to the child and their property. A Care Order confers the responsibility to a local authority but it does not remove it from the child's parents.
Peer on Peer Abuse	Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.
Police Powers of Protection (Section 46) (PPO)	Section 46 of the Children Act 1989 giving the police powers to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may

	also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation and 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>
Referral	A request for services to be provided by a local authority. A case can become current only after a referral has been made.
Regulated Activity with Children	<p>The Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) defined Regulated Activity with Children as:</p> <ul style="list-style-type: none"> a) Unsupervised activities - Teaching, training or instruction, care for or supervise children, provide advice / guidance on wellbeing, drive a vehicle only for children b) Work for a Limited Range of Establishments (Specified places) – Where there is an opportunity for contact, for example schools, children's homes, childcare premises (but not work by supervised volunteers) c) Healthcare / Relevant Personal Care - for example washing or dressing; or health care by or supervised by a professional, even if done once d) Registered Child-minding and Foster-Carers
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Risk to child	Description of an adult or child who has been identified (by probation services / Youth Justice Service, Police or health services, individually or via the Multi-Agency Public Protection Arrangements) as posing an on-going risk to a child (replaces the term Schedule 1 Offender).

SARF	Single Agency Assessment Form
Safeguarding and promoting the welfare of children	<p>Defined for the purposes of this guidance as:</p> <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best life chances. <p><i>(Definition provided by Working Together 2018)</i></p>
Section 17	Section 17 of the Children's Act 1989 imposes on every local authority a duty to safeguard and promote the welfare of children in the area who are in need.
Section 47 Enquiry	Section 47 of the Children Act requires every local authority to make enquiries about children thought to be at risk, enabling them to decide whether they need to take further action to safeguard and promote the child's welfare.
Senior Manager	Manager in any agency above first line manager.
Serious Case Review	<p>SCRs are undertaken when:</p> <p>(a) abuse or neglect of a child is known or suspected; and</p> <p>(b) either —</p> <p>(i) the child has died; or</p> <p>(ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child.</p>
Sexting	<p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
Sexual Abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex)

	<p>or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.</p> <p>They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the Internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>
Sexual Harassment	<p>Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. 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.</p>
Sexual Violence	<p>Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Sexual violence can include;</p> <p>Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.) Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he</p>

	intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
Social Worker or Child's Social Worker	Social work qualified professional with case responsibility.
Staff / staff member	Any individual/s working in a voluntary, employed, professional or unqualified capacity, including foster carers and approved adopters.
Trafficking	Trafficking in persons means 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.
TRAFFORD FIRST RESPONSE	Trafford's Multi Agency Referral and Assessment Team (previously known as MARAT)
Upskirting	The act of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission
Working Together	Working Together to Safeguard Children (2018) is a guidance document produced by the DFE setting out how all agencies and professionals should work together to safeguard children and promote children's welfare.