



# **Templemoor Infant and Nursery School Safeguarding Policy**

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| Policy Adopted   | 22 <sup>nd</sup> November 2018  |
| Committee        | Full Governing Body   |
| Last Reviewed    | 21 <sup>st</sup> November 2017 (and regularly reviewed throughout the year) |
| Next Review Date | 22 <sup>nd</sup> November 2019  |

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## PART ONE: POLICY STATEMENT AND PRINCIPLES

### **INTRODUCTION**

Templemoor Infant and Nursery School is committed to the safety and protection of ***all*** children and young people who attend our school. We strive to ensure the provision of a safe and caring environment in which children and young people can develop educationally, socially and emotionally, safe from fear and free from harm.

At Templemoor Infant and Nursery School, safeguarding and promoting the welfare of children permeates *all* aspects of school life and is **everyone's responsibility**. All staff, volunteers, coaches and governors are committed to developing and maintaining a '**culture of vigilance**'. They are proactive - ensuring signs and symptoms of abuse or neglect are identified and reported promptly. The school is alert to ensure that the opportunity for those wishing to cause harm to children is drastically reduced. Staff are trained to maintain an attitude of '**it could happen here**' and children are directly taught about how to share their worries and fears, as part of our Rights Respecting School work. In order to fulfil this responsibility effectively, we adopt a **child-centred** and **coordinated** approach. This means that we consider, at all times, what is in the best interests of the child. Safeguarding systems and procedures are oriented around the wishes, feelings and best interests of children. We seek to give children a 'voice', listen to what they say, take them seriously and work collaboratively in order to meet their needs. Our school aims to provide a positive, stimulating, caring and safe environment which promotes the social, physical, emotional and moral development of each child. We work hard to maintain a safeguarding ethos and culture whereby children feel safe and are safe whilst at school.

This policy has been developed in accordance with the principles established by the 'Children Act' 1989; and in line with the following:

- Working Together to Safeguard Children (2018)
- 'Keeping Children Safe in Education' - statutory guidance for schools and further education colleges (September 2018)
- DBS Guide to Child Workforce Roles (2018)
- Safeguarding Vulnerable Groups Act (2006).
- Children Missing Education; Statutory Guidance for Local Authorities (September 2016)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act (2015)
- Sexual Violence and Sexual Harassment between Children – (May 2018)
- The Equality Act (2010)

- The United Nations Convention on the Rights of the Child (UNCRC)
- 'Framework for the Assessment of Children in Need and their Families' (2000)
- 'What to do if you are worried a Child is being Abused' (2015)

## **DEFINITION OF SAFEGUARDING**

Safeguarding and promoting the welfare of children is defined as: Child(ren) means everyone under the age of 18. Statutory guidance 'Working Together to Safeguard Children' (2018) defines safeguarding and promoting welfare as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

## **PURPOSE AND PRINCIPLES**

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that our school, Templemoor Infant and Nursery School, have in place for safeguarding and promoting the welfare of its pupils. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – 'Keeping Children Safe in Education' (September 2018), and any other relevant UK legislation and government guidance.
- applies at all times when the school is providing services or activities directly under the management of the Templemoor Infant and Nursery School staff (including Breakfast, After School and Holiday Club).
- is publically available on the school's website.

This Safeguarding Policy is one of a series in the school's integrated safeguarding portfolio and it should be read and understood alongside the following policies:

- Behaviour Policy
- Anti-Bullying Policy
- Staff Code of Conduct
- E Safety Safety Policy
- Intimate Care Policy
- Whistleblowing Policy
- Preventing Extremism and Radicalisation Policy
- Safer Recruitment Policy

- Children Missing from Education Policy
- Complaints Policy
- Data Protection Policy
- Attendance Policy

## **OUR RIGHTS RESPECTING ETHOS**

We aim 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.

We are committed to being a Unicef's Rights Respecting School, and implement policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children. This policy reflects our commitment to supporting children to have their right:

To life and to be healthy (Article 6)

To say what they think should happen and be listened to (Article 12)

To be looked after and kept safe (Article 19)

To be looked after properly if they can't live with their own family (Article 20)

To live in the best place for them if they can't live with their parents (Article 21)

To have access to good food and water and see a doctor if they are ill (Article 24)

To learn and go to school (Article 28)

To be protected from doing things that could harm them (article 36)

## **ROLES AND RESPONSIBILITIES**

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

|  |  |
|--|--|
| <b>Judith Davenport</b>  | Chair of Governing Body<br><br>Contact Telephone: 0161 969 1622<br>Contact Email: j.davenport@templemoor.trafford.sch.uk   |
| <b>Judith Davenport</b>  | Nominated Governor for Safeguarding (Point of contact for allegations made against the Headteacher)<br><br>Contact Telephone: 0161 969 1622<br>Contact Email: j.davenport@templemoor.trafford.sch.uk   |
| <b>Stuart Hodgson</b>  | Headteacher / Designated Safeguard Lead<br><br>Contact Telephone: 0161 969 1622<br>Contact Email: admin@templemoor.trafford.sch.uk   |
| <b>Shirley Brown<br/>Suzanne Cundick</b>                                       | Deputy Designated Safeguarding Leads<br><br>Contact Telephone: 0161 969 1622<br>Contact Email: admin@templemoor.trafford.sch.uk  |
| <b>Leah McCartney<br/>Stacey Little<br/>Samantha Bradburn<br/>Scott Stakes</b> | Deputy Designated Safeguarding Leads (Wrap Around Care)<br><br>Contact Telephone: 07443 468 842 (Breakfast Club 7:45am to 9am, After School Club 3:15pm to 6pm, Holiday Club 8am to 6pm – Monday to Friday only).<br>Contact Email: xclub@templemoor.trafford.sch.uk |
| <b>Stuart Hodgson</b>  | Online Safeguarding Lead<br><br>Contact Telephone: 0161 969 1622<br>Contact Email: admin@templemoor.trafford.sch.uk  |

School staff have no investigative role where child protection is concerned; this is a matter for children's social care and the police. However, schools do have a responsibility to provide a safe environment in which children can learn and all staff, including volunteers, have a responsibility to act to safeguard and promote children's welfare. Some people have specific and / or additional safeguarding responsibilities, as outlined on pages 7 to 9.

All adults working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the **Designated Safeguarding Lead**, who is a member of the School's Leadership Team.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at Child Protection Conferences and any other relevant meetings (including the submission of written reports for conferences). When an individual concern/incident is

brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue.

Arrangements are in place to ensure that at least one of the Designated Safeguarding Lead trained persons in school is available\* when children are taking part in **school led activity**, this includes our Breakfast and After School Clubs, extra-curricular activities and holiday clubs. (*\*Available means that they are either onsite or contactable on their mobile phone, and can attend school/ activity if needed*).

### **SPECIFIC RESPONSIBILITIES**

|   | <b>RESPONSIBILITIES</b>  |
|---|--|
| <b>HEADTEACHER</b><br><i>(In this school the Headteacher is the DSL, or in his/her absence the Deputy Headteacher).</i> | <ul style="list-style-type: none"> <li>• The Headteacher will ensure that the policies and procedures adopted by the Governing Body to safeguard and promote the welfare of children are fully implemented and followed by all staff including volunteers;</li> <li>• Ensure that the safe recruitment and selection of staff and volunteers is practiced and the 'Safer Recruitment Policy' is followed;</li> <li>• Be the case manager and liaise with the LA designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer;</li> <li>• Act as the DSL in school and ensure in their absence, that there is always cover for this role during school operating hours;</li> <li>• Ensure that the DSL's access appropriate training which is regularly updated in-line with statutory and TSSB guidance;</li> <li>• Ensure that sufficient resources and time are allocated to enable staff to discharge their responsibilities;</li> <li>• Refer cases to the DBS where a person is dismissed or leaves our employment due to risk/harm to a child - <b>this is a legal requirement</b>;</li> <li>• Ensure that all staff receive appropriate safeguarding training which is updated regularly throughout the year;</li> <li>• Lead in such a way as to create an environment where all staff and volunteers feel empowered to raise concerns about poor or unsafe practice and will address any concerns sensitively, effectively and in a timely manner;</li> <li>• Meet regularly with the Education Welfare Officer to discuss all persistently absent pupils and those who go missing from education.</li> </ul> |
| <b>GOVERNORS</b>  | <ul style="list-style-type: none"> <li>• The Governing Body take seriously their responsibility under section 11 of the Children Act 2004 and section 157 of the Education Act 2002;</li> <li>• The Governing Body will ensure that a member of the Board is identified as the Designated Governor for Safeguarding and receives appropriate training;</li> <li>• The identified governor will provide the Governing Body with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead member of staff;</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Ensure that the school's Safeguarding Policy is reviewed annually and updated and the school complies with local safeguarding procedures. The Safeguarding Policy is available on the school website;</li> <li>• Ensure that the school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers;</li> <li>• Ensure that the Staff Code of Conduct is reviewed annually;</li> <li>• 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;</li> <li>• To ensure that enhanced DBS checks are in place for all governors. Two satisfactory professional references are required for all new Governors joining the governing body;</li> <li>• Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.</li> </ul>   |
| <p><b>DESIGNATED SAFEGUARDING LEAD</b> (The Designated Senior Lead's role is described in 'Keeping Children Safe in Education' 2018, Part Two and Annex B).</p> | <ul style="list-style-type: none"> <li>• Our Designated Safeguarding Lead will refer cases of suspected abuse to children's social care as required;</li> <li>• Support staff who make referrals to children's social care;</li> <li>• Refer cases to the Channel programme where there is a radicalisation concern and/or support staff who make referrals to the Channel programme;</li> <li>• Refer cases where a crime may have been committed to the Police, as required;</li> <li>• Liaise with staff (i.e. school nurse, IT technicians and SENCOs) on matters of safety and safeguarding in school, including whether to make a referral by liaising with relevant agencies;</li> <li>• Act as a source of advice, support and expertise for all staff;</li> <li>• As required, liaise with the "case manager" - as per Part Four of the statutory guidance / KCSiE 2018) and the designated officer(s) at the local authority (LADO) regarding concerns or allegations about a staff member;</li> <li>• Ensure appropriate representation at and contributions to multi-agency safeguarding meetings by our school, including the provision of written reports in line with TSSB guidance/templates;</li> <li>• Ensure compliance with best practice and statutory guidance in respect of safeguarding record keeping per se and, in particular, the seeking and passing on of relevant information when children join and leave our school (this includes written acknowledgement of receipt from receiving schools/professionals);</li> <li>• Consider sharing information with the receiving school in advance to the child attending to enable support to be in place when the child arrives at the new setting;</li> <li>• Take the lead on liaising with other agencies and setting up interagency assessments where Early Help is required;</li> <li>• Attend up-dated training every year;</li> <li>• Provide relevant information to the LA on how the school carries out its safeguarding duties by completing an online Section 175 Audit;</li> <li>• Ensure that the Safeguarding Policy is regularly reviewed and up-dated;</li> </ul> |



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|   | <ul style="list-style-type: none"> <li>• Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DFE concerning Safeguarding;</li> <li>• Provide a termly Safeguarding Report to 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);</li> <li>• During term time the designated safeguarding lead and/ or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in <i>exceptional</i> 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.</li> </ul> |
| <b>STAFF,<br/>VOLUNTEERS,<br/>COACHES,<br/>STUDENTS</b> | <ul style="list-style-type: none"> <li>• All staff may raise concerns directly with Children's Social Care services (MARAT);</li> <li>• All staff must be aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school;</li> <li>• All staff are aware that safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead;</li> <li>• All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with;</li> <li>• All members of staff are trained in and receive regular updates in safeguarding, e-safety and reporting concerns.</li> </ul>   |

## PART TWO: WHAT TO DO IF YOU ARE WORRIED ABOUT A CHILD

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

At Templemoor Infant and Nursery School we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead (or Deputy) will consider the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Any referrals to Children's social care will provide as much information as possible as part of the referral process so that assessments consider such factors and allow any assessment to consider all the available evidence and the full context of any abuse.

Everyone will adhere to the Trafford Strategic Safeguarding Board Procedures.

### **IF A CHILD MAKES A DISCLOSURE**

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. **Do not promise to keep it a secret.**
- Follow the recording and reporting concerns procedures below.

### **RECORDING AND REPORTING CONCERNS**

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. Robust systems have been established in school for dealing with safeguarding concerns. All allegations, whether suspected or known will be treated **seriously** and **confidentially**.

- Disclosures by children or any cause for concern about a child's safety/welfare must be reported **immediately** to the DSL or the person who acts in their absence.
- Agree with this person what action should be taken, by whom and when it will be reviewed.
- All verbal conversations that take place regarding safeguarding concerns will be promptly recorded on CPOMS with an alert sent to the DSL/Deputy DSL or in writing on a 'Recording Form for Safeguarding Incidents'. Extended Services staff, middays or supply staff will need to complete a paper copy of the school's 'Recording Form for

Safeguarding Incidents'. This Recording Form will be uploaded onto the CPOMS system by the DSL/ Deputy DSL.

- If a child is in immediate danger or is at risk of harm, a referral will be made to Trafford Council's Multi-Agency Referral & Assessment Team (MARAT - Children's Social Care) and/or the police immediately. **Anyone can make a referral.** Contact details for MARAT can be found on safeguarding posters throughout school, on the back of staff lanyards and in Appendix 4 of this Safeguarding Policy.

#### **Staff should never:**

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves.

#### **NOTIFYING PARENTS/CARERS**

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

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

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

#### **EMERGENCY CONTACT NUMBERS**

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

#### **CONFIDENTIALITY AND INFORMATION SHARING**

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Safeguarding Lead to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Safeguarding Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

All staff must ensure that confidentiality protocols are followed and information is shared appropriately.

Timely information sharing is essential to effective safeguarding in our school.

Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The Data Protection Act (DPA) 2018 and GDPR **do not prevent, or limit**, the sharing of information for the purposes of keeping children safe.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Staff must never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children.

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

If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead)

### **MAINTAINING SAFEGUARDING RECORDS**

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

Where a child leaves our school, the DSL will transfer the child protection file to the DSL at the next school or education setting within 15 working days of the child going off role. The file transfer summary will be completed, the file will be sent separately from the main pupil file and a receipt obtained. The file, if not being hand delivered, will be placed in a double envelope and marked clearly 'strictly confidential' and have as the addressee, the name of the Designated Safeguarding Lead.

In addition to transferring the file, the DSL will consider whether it is appropriate to share any information with the DSL at the new school in advance of the child leaving. For example, a child who is the victim of abuse to enable ongoing support.

### **EARLY HELP**

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising. Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Schools are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

If Early Help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help Assessment, in some cases acting as the lead practitioner. Referrals for Early Help will require parental consent.

The DSL will keep the case under constant review and the school will consider a referral to the Local Authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

## PART THREE: CHILD ABUSE AND NEGLECT

### **DEFINITIONS AND INDICATORS**

Working Together to Safeguard Children (2018), defines abuse and neglect as:

*'A form of maltreatment of a child. Someone 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children'.*

In our school, we recognise that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one label and in most cases, there will overlap with one another.

Staff in schools are well placed to identify concerns. Not all concerns are immediately obvious and staff may identify indicators such as changes in emotional presentation, physical presentation, attendance issues and behavioural issues that might indicate that the child is suffering significant harm. Any changes in the baseline behaviour of a child, needs to be discussed with the DSL immediately.

Staff also need to be mindful of what serious case reviews have termed the toxic trio, which looks at the correlation between:

1. parental substance misuse, including alcohol misuse
2. parental mental ill health
3. domestic abuse

All of these issues either collectively or individually will impact on parenting capacity or will need support at any level of the continuum of need or equivalent. As a school, we will closely monitor any child where the toxic trio is a factor.

All staff are aware of the categories of abuse, which are:



The definitions of which can be found on the following page:

|   |  |
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| <p><b>Sexual abuse</b> involves:</p> <ul style="list-style-type: none"> <li>Forcing or enticing a child 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:</li> <li>Physical contact including assault by penetration (for example, rape or oral sex);</li> <li>Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.</li> <li>They may also include non-contact activities such as:</li> <li>Involving children in looking at, or in the production of sexual images;</li> <li>Watching sexual activities;</li> <li>Encouraging children to behave in sexually inappropriate ways;</li> <li>Grooming a child in preparation for abuse.</li> <li>Sexual abuse can take place online, and technology can be used to facilitate off line abuse.</li> <li>Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</li> </ul> | <p><b>Emotional abuse</b> involves:</p> <ul style="list-style-type: none"> <li>The <b>persistent</b> emotional maltreatment of a child such as to cause <b>severe</b> and persistent adverse effects on the child's <b>emotional development</b>. It may involve:</li> <li>conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person;</li> <li>not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;</li> <li>age or developmentally inappropriate expectations being imposed on children (these may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction);</li> <li>seeing or hearing the ill-treatment of another;</li> <li>serious bullying (including cyber-bullying),</li> <li>Causing children frequently to feel frightened or in danger;</li> <li>The exploitation or corruption of children.</li> <li>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</li> </ul> |
| <p><b>Physical abuse</b> may involve:</p> <ul style="list-style-type: none"> <li>Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</li> <li>Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</li> </ul> <p><b>Fabricated Illness</b></p> <ul style="list-style-type: none"> <li>The carer does not physically harm the child but reports a clinical story, which is fabricated. This is frequently 'supported' by false specimens e.g. use of menstrual or animal blood;</li> </ul> <p><b>Induced Illness</b></p> <ul style="list-style-type: none"> <li>The carer inflicts harm on the child e.g. poisoning, suffocation, tearing etc.</li> </ul>   | <p><b>Neglect</b> is :</p> <ul style="list-style-type: none"> <li>The <b>persistent</b> failure to meet a child's basic <b>physical</b> and/or <b>psychological</b> needs likely to result in the <b>serious impairment</b> of the child's health or development;</li> <li>Neglect may occur during pregnancy as a result of maternal substance misuse;</li> <li>Once a child is born, neglect may involve a parent or carer failing to:</li> <li>Provide adequate food, clothing and shelter (including exclusion from home or abandonment);</li> <li>Protect a child from physical and emotional harm or danger;</li> <li>Ensure adequate supervision (including the use of inadequate care-givers);</li> <li>Ensure access to appropriate medical care or treatment.</li> <li>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</li> </ul>   |

## **POSSIBLE INDICATORS OF CHILD ABUSE AND NEGLECT**

| <b>SEXUAL ABUSE</b>  | <b>EMOTIONAL ABUSE</b>                                   | <b>PHYSICAL ABUSE</b>                                  | <b>NEGLECT</b>                                    |
|--|--|--|---|
| Age inappropriate sexual behaviour/ knowledge/ promiscuity | Failure to thrive  | Unexplained injuries                                   | Tired/listless                                    |
| Wary of adults/ running away from home                     | Attention seeking  | Injuries on certain parts of the body                  | Unkempt   |
| Eating disorders/depression/ self-harm                     | Over ready to relate to others                           | Injuries in various stages of healing                  | Poor hygiene                                      |
| Unexplained gifts/ money                                   | Low self esteem  | Injuries that reflect an article used                  | Untreated medical conditions                      |
| Stomach pains when walking or sitting                      | Apathy   | Flinching when approached                              | Medical appointments missed                       |
| Bedwetting   | Depression/self-harm                                     | Reluctant to change                                    | Constantly hungry or stealing food                |
| Recurrent genital discharge / infections                   | Drink/drug/solvent abuse                                 | Crying/ instability                                    | Over eats when food is available                  |
| Sexually transmitted diseases                              | Persistently being over protective                       | Afraid of home   | Poor growth                                       |
|  | Constantly shouting at, threatening or demeaning a child | Behavioural extremes                                   | Poor/late attendance                              |
|  | Withholding love and affection                           | Apathy/depression                                      | Being regularly left alone or unsupervised        |
|  | Regularly humiliating a child                            | Wanting arms and legs covered even in very hot weather | Dressed inappropriately for the weather condition |
|  |  |  | Having few friends and/or being withdrawn         |

All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in Appendix 3.



## PART FOUR: CHILDREN IN SPECIFIC CIRCUMSTANCES

'Keeping children Safe in Education' (September 2018), within Appendix A, outline a range of safeguarding issues. Among those are what TSSB procedures refer to as Children in Specific Circumstances.

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

The definitions of the above can be found in the glossary. Information and learning relating to the above topics is shared in school, but staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the 'Staff learning and development' section of this policy.

### **HONOUR BASED VIOLENCE**

The terms 'honour crime' or 'honour-based violence and abuse' embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBV can be a trigger for a forced marriage. Boys as well as girls can suffer Honour Based Violence, where there are concerns about actual or risk of honour based violence, we will follow the **One Chance Rule: you may only have one chance to speak to a potential victim of honour based violence and, therefore, only one chance to save a life.**

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### **FORCED MARRIAGE**

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. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### **FEMALE GENITAL MUTILATION (FGM)**

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is **illegal in the UK** and a form of child abuse with long-lasting harmful consequences. FGM can come to be seen as a natural and beneficial practice carried out by a loving family, which places barriers in the way of [potential] victims coming forward to raise concerns or talk openly. Equally, staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them. UNICEF indicates that 200 million women and girls in 30 countries in Africa and the Middle East have experienced FGM or Cutting.

The age range for FGM is infancy to 15 years of age and occasionally adult women. Predominantly FGM takes places between the ages of 3 and 12 years.

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

A 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

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)

- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

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

Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/> and all teaching and administrative staff complete online training, provided by the Home Office.

The 'One Chance' rule

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

As of 31st October 2015, all teachers who discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a child under the age of 18 **will immediately report this themselves to the police**. They will consider discussing this with the DSL (unless there is a specific reason not to do so).

### **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.

Staff recognise that any child from any walk of life is vulnerable to CSE, for many children they will not recognise that they are a victim and will often be closer to those abusing them than those trying to help them. Staff recognise that children can be abused in the real world and the virtual world. Research tells us that some children are more vulnerable to CSE; these may include children who are looked after and children with learning disabilities. It is also estimated that a third of victims are boys although research tells us that like child sexual abuse, girls are more likely to disclose than boys.

With regard to consent, some children will believe that they are in a loving relationship, no child, no matter what age can give consent to sexual abuse even where a child may believe that they are engaging voluntarily in sexual activity with the person or persons who is exploiting them. It is not only adults who groom and exploit children and that they can be groomed by peers and/or as part of gang related activity.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Any concerns re CSE will be reported to the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the Local Authority's children's social care team and the police, if appropriate.

## **MODERN SLAVERY AND HUMAN TRAFFICKING**

Modern slavery is a form of organised crime in which individuals including children and young people are treated as commodities and exploited for criminal gain. Children are recruited, moved or transported and then exploited, forced to work or sold. The Modern Slavery Act 2015 (applicable mostly in England and Wales) includes two substantive offences i) human trafficking, and ii) slavery, servitude and forced or compulsory labour.

Boys and girls of all ages are affected and can be trafficked into, within ('internal trafficking'), and out of the UK for many reasons and all forms of exploitation - e.g. sex trafficking - children can be groomed and sexually abused before being taken to other towns and cities where the sexual exploitation continues. Victims are forced into sexual acts for money, food or a place to stay. Other forms of slavery involve children who are forced to work, criminally exploited and forced into domestic servitude. Victims have been found in brothels or saunas, farms, in factories, nail bars, car washes, hotels and restaurants and commonly are exploited in cannabis cultivation. Debt bondage (forced to work to pay off debts that realistically they will never be able to), organ harvesting and benefit fraud are other types of modern slavery.

Children and young people may be exploited by parents, carers or family members. Often the child or young person will not realise that family members are involved in the exploitation.

Some young people may not be victims of human trafficking but are still victims of modern slavery. Slavery, servitude and forced or compulsory labour may also be present in trafficking cases; however, not every young person who is exploited through forced labour has been trafficked.

**Indicators:**

A reluctance to seek help - victims may be wary of the authorities for many reasons such as not knowing who to trust or a fear of deportation or concern regarding their immigration status and may avoid giving details of accommodation or personal details;

The child seeming like a willing participant in their exploitation, e.g. involvement in lucrative criminal activity - however this does not mean they have benefitted from the proceeds;

Discrepancies in the information victims have provided due to traffickers forcing them to provide incorrect stories;

An unwillingness to disclose details of their experience due to being in a situation of dependency;

Brought or moved from another country;

An unrelated or new child discovered at an address;

Unsatisfactory living conditions - may be living in dirty, cramped or overcrowded accommodation;

Missing - from care, home or school - including a pattern of registration and de-registration from different schools;

Children may be found in brothels and saunas;

Spending a lot of time doing household chores;

May be working in catering, nail bars, caring for children and cleaning;

Rarely leaving their home, with no freedom of movement and no time for playing;

Orphaned or living apart from their family, often in unregulated private foster care;

Limited English or knowledge of their local area in which they live;

False documentation, no passport or identification documents;

Few or no personal effects - few personal possessions and tend to wear the same clothing;

No evidence of parental permission for the child to travel to the UK or stay with the adult;

Little or no evidence of any pre-existing relationship with the adult or even an absence of any knowledge of the accompanying adult;

Significantly older partner;

Underage marriage.

Physical Appearance - Victims may show signs of physical or psychological abuse, look malnourished or unkempt, or appear withdrawn. Physical illnesses - including work-related injuries through poor health and safety measures, or injuries apparently as a result of assault or controlling measures. There may be physical indications of working (e.g. overly tired in school or indications of manual labour).

Sexual health indicators - sexually transmitted infections, or pregnancy; injuries of a sexual nature and /or gynaecological symptoms.

Psychological indicators - suffering from post-traumatic stress disorder which may include symptoms of hostility, aggression and difficulty with recalling episodes and concentrating. Depression/self-harm and/or suicidal feelings; an attitude of self-blame, shame and extensive loss of control; drug and or/alcohol use.

Where we have concerns relating to Modern Slavery we will follow TSSB procedures.

The DSL will also complete the Child National Referral Mechanism form available via

<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms>

## **CRIMINAL EXPLOITATION (COUNTY LINES)**

'County lines' is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or 'deal lines'. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons.

A typical county lines scenario is defined by the following components:

A group (not necessarily affiliated as a gang) establishes a network between an urban hub and county location, into which drugs (primarily heroin and crack cocaine) are supplied.

A branded mobile phone line is established in the market, to which orders are placed by introduced customers. The line will commonly (but not exclusively) be controlled by a third party, remote from the market.

The group exploits young or vulnerable persons, to achieve the storage and/or supply of drugs, movement of cash proceeds and to secure the use of dwellings (commonly referred to as cuckooing).

The group or individuals exploited by them regularly travel between the urban hub and the county market, to replenish stock and deliver cash.

The group is inclined to use intimidation, violence and weapons, including knives, corrosives and firearms.

Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

Persistently going missing from school or home and / or being found out-of-area;

Unexplained acquisition of money, clothes, or mobile phones;

Excessive receipt of texts / phone calls;

Relationships with controlling / older individuals or groups;

Leaving home / care without explanation;

Suspicion of physical assault / unexplained injuries;

Parental concerns;

Carrying weapons;

Significant decline in school results / performance;

Gang association or isolation from peers or social networks;

Self-harm or significant changes in emotional well-being.

Where we have concerns regarding county lines we will follow, the TSSB procedures.

### **PEER ON PEER ABUSE**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

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

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

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

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team (MARAT) and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services, if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know they can talk to staff confidentially.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

## **BULLYING INCLUDING ONLINE BULLYING AND CYBER BULLYING**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyberbullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. Cyberbullying is the use of mobile phones; instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone. One of the issues with cyberbullying is the increasingly early access to these technologies.

Examples are:

- Encouraging a child to self-harm
- Setting up false accounts and posting within that online account;
- Trolling – the sending of messages that are upsetting or menacing via social media;
- Hacking accounts in order to embarrass the child or cause trouble for them;
- Encouraging voting in an abusive pole;
- Racism, sexism or homophobia;
- Setting up hate sites or groups in relation to a particular child;
- Sexting.



Where we have concerns we will follow the TSSB procedures relating to bullying.

## **DOMESTIC ABUSE**

Templemoor Infant and Nursery School recognises the significant impact domestic abuse can have on children and young people, therefore we have signed up to **Operation Encompass**. The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in, heard or been witness to a domestic abuse incident. Following such an incident at home, children will often arrive at school distressed, upset and unprepared for the day. Greater Manchester Police, Trafford social care and key nominated adults in school will work together in partnership to allow the key adults the opportunity of engaging with the child and provide access to silent or overt support that allows them to remain in a safe and secure familiar environment following early reporting to school of a domestic abuse incident. Our nominated key adult is Mr Stuart Hodgson. The process for sharing information through Operation Encompass can be found in Appendix 1.

## **HOMELESSNESS**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## **RADICALISATION AND EXTREMISM**

The school takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (**The Prevent Duty**), and we have created a culture which embraces the fundamental 'British values'; which complement our school values. To ensure compliance with the Prevent Duty, the school:

- Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
- Build resilience and capacity in the children by promoting the fundamental British values and enabling them to voice and challenge views in a safe space, especially through the Rights Respecting School agenda.

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

- Assessing the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology.
- Demonstrating that robust safeguarding policies are in place to identify children at risk, and intervening as appropriate (by referring pupils to Channel or MARAT, for example.)

- Ensuring that clear protocols are in place so that any visiting speakers are suitable and appropriately supervised within school.
- Ensuring that fundamental British values are promoted within the curriculum and extra-curricular activities and reflected in the general conduct of the school.
- Ensuring that safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Trafford Strategic Safeguarding Board (TSSB). This policy describes procedures which are in accordance with government guidance and refers to locally agreed inter-agency procedures put in place by the TSSB.
- 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, Collective Worship Policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- Protecting children from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.
- We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

## **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 Templemoor Infant and Nursery School takes a pro-active approach in its Computing curriculum 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 Templemoor Infant and Nursery School applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason the Designated Safeguarding Lead needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

The school adopts the UK Council for Child Internet Safety guidance 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' in respect of our response to sexting' (2017). This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in Appendix 6.

### **CHILDREN MISSING FROM EDUCATION**

All children, regardless of their circumstances, are entitled to a full time education that is suitable for their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect and therefore pupil attendance and absence is closely monitored in our school (please see the school Attendance Policy for further details). We meet regularly with the school's Education Welfare Officer to discuss absence that is causing a concern. The law requires all schools to have an admission and attendance register. Our school will inform the Local Authority of any pupil who fails to attend school regularly, or who has been absent without the school's permission for a continuous period of 10 school days or more.

## **PART FIVE: LOOKED AFTER CHILDREN and those with SEND**

### **LOOKED AFTER CHILDREN**

Children who have suffered adversity via abuse and neglect can end up being looked after by the Local Authority. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. Staff also have the knowledge and skills to keep previously Looked After Children safe.

The Designated Safeguarding Lead must be aware of the child's:

- Legal status;
- The name of virtual head;
- Contact arrangements and any restrictions around contact;
- Who is allowed to have information beyond educational achievement information;
- Manage sensitive/confidential information in line with the child's best interests, wishes and feelings;
- Where children are care leavers, the DSL will have details of the LA personal advisor and liaise with them as necessary.

The Designated Teacher is responsible for:

- Promoting educational achievement of children who are looked after;
- Ensuring that records and plans in respect of children who are looked after are generated, maintained, updated and effective in line with national requirements and local protocols e.g. PEPs;
- Providing appropriate information to the DSL;
- Managing sensitive/confidential information in line with the child's best interests, wishes and feelings.

### **In our school the Designated Teacher is Mr Stuart Hodgson**

In addition to responsibilities for LAC, this teacher will also be responsible for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales

### **PRIVATE FOSTERING**

Private Fostering is an arrangement made directly by a parent for their child to be looked after for 28 days or more by an adult who does not have parental responsibility for the child and is not a close relative/step parent. At Templemoor Infant & Nursery School we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change). If a member of staff becomes aware of a **private fostering** arrangement they will notify the DSL or their deputy as soon as possible, the DSL will then

fulfil their mandatory reporting duty to all instances of Private Fostering to the local authority. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face.

### **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES**

The school recognises that statistically children with special educational needs and/ or disabilities are most vulnerable to abuse and can face additional safeguarding challenges. Research tells us that they are three times as likely to be abused as a child without a disability is. In our school, we recognise that additional barriers can exist when identifying abuse and neglect for this group of children. In our school we always consider the possibility of abuse particularly relating to this group of children and do not automatically assume that behaviour, mood or injury relate to the child's disability. We recognise that children with SEN and disabilities can be disproportionately impacted by such issues as bullying without showing any outward signs. We also recognise that as with all children, it is not just the overt signs of abuse that will be looked for, but will be mindful at all times of the possibility of more subtle signs that may indicate a wider range of safeguarding issues such as emotional abuse due to ridicule, financial abuse, Fabricated or Induced Illness (FII).

Our staff work hard to give all children opportunities and a voice and support at any time.

Our staff will always consider:

- What do I know about this child;
- What are their developmental age and level of understanding;
- How does their additional needs impact on their development;
- How do I need to adapt my communication to meet the needs of the child;

Our DSL and SENCO will liaise on a regular basis and as soon as any safeguarding issues are identified, the DSL will make decisions in line with Local thresholds guidance as to what action is taken.

**The SENCO is Mrs Rachel Drinkwater.**

## **PART SIX: A SAFER SCHOOL**

### **SAFEGUARDING IN THE CURRICULUM**

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

An age-appropriate curriculum is rolled out in school to build capacity amongst our children in their understanding of particular issues, and what actions they can take to be safe.

All children have access to an appropriate curriculum, differentiated to meet their needs.

At Templemoor we are embedding 'Growth Mindsets'. We want all our children to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. Developing a Growth Mindset also enables our children 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.

Children 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, for example, 'My Happy Minds', which promotes social, spiritual and moral well-being and physical and mental health.

Personal Health and Social Education, Citizenship and Religious Education lessons will provide opportunities for children to discuss and debate a range of subjects including lifestyles, family patterns and religious beliefs and practices.

Through our Rights Respecting School work, all children 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. Children know that the school will act upon any concerns a child has about their rights not being met. Through our Rights Respecting work we aim to build mutual respect, fairness, equity, and dignity. Our Duty Bearers ensure that the children learn about and enjoy a wide range of rights.

In Computing, regular online safety learning sessions are supplemented by participation in Safer Internet Day. Many other aspects of safeguarding are taught through the curriculum in the Personal, Social, and Health Education (PSHE), My Happy Minds, Relationship and Sex Education and Science. Other opportunities include: a whole week devoted to 'Healthy Minds and Healthy Bodies'; whole school assemblies; activities during Anti-bullying Week and visits to school by the police, road safety crew and school nurse.

Parents are informed about current online safety issues on our school website, in our monthly newsletters and workshops that have been delivered by external agencies.

## **STAFF LEARNING AND DEVELOPMENT**

Learning about safeguarding is given a high priority at Templemoor Infant and Nursery School. Expertise is extended effectively and internal capacity is built up. Managers ensure that staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site.

All new staff to the school have a comprehensive induction, this includes reading and understanding:

- Information sharing: advice for practitioners who are providing safeguarding services
- Part one and Annex A of 'Keeping children safe in education 2018'
- School Anti-Bullying Policy and Behaviour Policy
- School Policy for Children Missing from Education
- Staff Code of Conduct
- This Safeguarding Policy
- 'What to do if you're worried a child is being abused' guidance

Designated staff are trained in specialist areas of work, such as:

- Designated Safeguarding Lead (Yearly DSL Training by Safer Children Ltd)
- Mental Health Champion
- Designated Teacher for Looked After Children

A variety of learning materials on safeguarding are made available in school to ensure staff continually develop their understanding and practice around safeguarding, these include:

- Yearly Safeguarding Update Training by Safer Children Ltd)
- Leaflets
- Mentoring
- Online learning
- Safeguarding notice board in the staff room
- Staff induction pack
- Standing agenda item in staff meetings
- Training
- Videos
- NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors

All learning and training is documented as part of the member of staff's personnel file, which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the appraisal/performance management process to ensure all compulsory learning has taken place. A blank copy of this form can be found in Appendix 7.

Safeguarding is regularly re-visited to ensure staff are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be. Staff meetings address safeguarding issues on a regular basis.

All training events are offered out to all volunteers working in school and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.

Templemoor Infant and Nursery School has a strong working partnership with Trafford Strategic Safeguarding Board, which assists us in making sure that all of our learning and development activity is in line with statutory guidance, and other local guidance.

As and when required, other external agencies may be consulted to assist with staff learning and development.

### **SAFER RECRUITMENT**

Our school complies with part three of Keeping Children Safe in Education 2018. Senior managers and the governing body ensure that stringent recruitment and vetting procedures are in place for staff and other adults, and that nobody commences work unless all necessary checks are complete to a satisfactory level. The same rigour is applied when appointing volunteers.

Checks undertaken include:

- Enhanced Criminal Records Bureau Check
- 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)
- 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)

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 (SCR). Supporting evidence for recruitment checks is included in the staff member's personnel file.

All Senior Leaders and the Chair of Governors have completed NSPCC safer recruitment training. At least one member of every interview panel for a position working in the school (paid or unpaid) will be trained in safer recruitment.



Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and for the need of confidentiality.

All contracts with supply agencies are specific about what checks need to be complete before any individual commences work at the school, and that they will be expected to present identification upon arrival.

More information can be found in Appendix 2 relating to when a barred list check would be carried out.

Professional references will always be sought before confirming a person's appointment. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

### **MANAGING ALLEGATIONS AGAINST A MEMBER OF STAFF**

An allegation is any information which indicated that a member of staff (paid or voluntary) may have:

- Behaved in a way that has or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in such a way that indicates they would pose a risk of harm if they worked regularly or closely with a child.

This applies to any child the member of staff has contact with in their personal or professional life.

All staff are reminded of the school's Whistleblowing Policy, which can be found on the school website.

Safeguarding or child protection allegations about members of staff must be reported immediately to the headteacher, or in their absence the deputy headteacher.

Allegations concerning the headteacher should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.

These concerns will be discussed with the Local Authority Designated Officer (LADO) immediately. Contact details for the LADO for Trafford can be found in Appendix 4.

Initial discussions with the LADO will consider the nature of the allegation and the course of action.

### **WHISTLEBLOWING**

All staff and volunteers are made aware of their Whistleblowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour. This includes the requirement to self-disclose any personal information which may impact on their suitability to work in an education setting. We ensure that staff and volunteers are aware that sexual relationships with pupils aged

under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003.

Where internal reporting arrangements are viewed not to have been taken seriously or with sufficient rigour, any member of staff can raise concerns externally if the matter is not resolved by the Headteacher or Chair of Governors e.g. via the Local Authority's Designated Officer for Managing Allegations; or the NSPCC Whistleblowing Advice Line: 0800 028 0285.

## **ON LINE SAFETY AND TECHNOLOGY MANAGEMENT**

Templemoor Infant and Nursery School recognise that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However a child's safety will remain the priority of the school.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images must be used by children under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.

Children are not permitted to directly access items that do not belong to the school.

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

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

### **Use of mobile phones on school trips**

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

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

### **Work mobiles**

To protect children we will ensure that the work mobile:

- Is only used by allocated people.
- Is protected with a password and clearly labelled.
- Is stored securely when not in use.
- Is not used in areas such as toilets.
- Not used for taking photographs or videos of children.

### **Personal mobiles in school**

To protect children we will ensure that personal mobiles:

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

Staff will not use personal mobile phones in any situation around children in the school or classroom. Staff can, however, use personal mobile phones on school trips to keep in touch with school and for dealing with any emergencies (with permission from the Headteacher).

### **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 or published (for example, on our website or displays).
- Ensure that children are appropriately dressed, and only use the child's first name with an image.
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit consent from the school, for example, for a special event, such as a Christmas play.
- Ensure where professional photographers are used DBS's, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny

### **Social Networking Sites**

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children. The school curriculum will include information 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. Any attempt by a child to contact staff via such internet sites will immediately be reported to the Headteacher in order that appropriate advice can be given to the child and their parents/carers regarding professional boundaries and the safety of the child.

## PART SEVEN: GLOSSARY AND APPENDICES

### GLOSSARY

|   |  |
|---|--|
| A Child   | A person who has not yet reached their 18 <sup>th</sup> birthday.  |
| Abuse   | A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.   |
| Bullying & Cyberbullying                                    | Behaviour that is: <ul style="list-style-type: none"> <li>• repeated</li> <li>• intended to hurt someone either physically or emotionally</li> <li>• often aimed at certain groups, for example because of race, religion, gender or sexual orientation</li> </ul>   |
| Child Protection  | Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.   |
| Child sexual exploitation                                   | Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. |
| Children with Special Educational Needs and/or disabilities | SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.<br>Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.   |
| Contextual Safeguarding                                     | Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.  |
| Criminal Exploitation                                       | Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for   |

|                                 |   |
|---------------------------------|---|
|                                 | gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.  |
| Domestic Abuse                  | <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"> <li>• psychological</li> <li>• physical</li> <li>• sexual</li> <li>• financial</li> <li>• emotional</li> </ul>  |
| Early Help                      | Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.   |
| Emotional Abuse                 | <p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p> |
| Female Genital Mutilation (FGM) | Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.   |
| Gangs & Youth Violence          | Defining a gang is difficult. They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the  |

|                       |   |
|-----------------------|---|
|                       | <p>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"> <li>• disability</li> <li>• race</li> <li>• religion</li> <li>• transgender identity</li> <li>• sexual orientation.</li> </ul>   |
| Honour-based violence | <p>Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.</p>   |
| 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"> <li>• Protect a child from physical and emotional harm or danger.</li> <li>• Ensure adequate supervision (including the use of inadequate care-givers).</li> <li>• Ensure access to appropriate medical care or treatment.</li> <li>• It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</li> </ul> |
| Peer on Peer Abuse    | <p>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.</p>   |
| Physical Abuse        | <p>A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>  |
| Private Fostering     | <p>A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention</p>   |

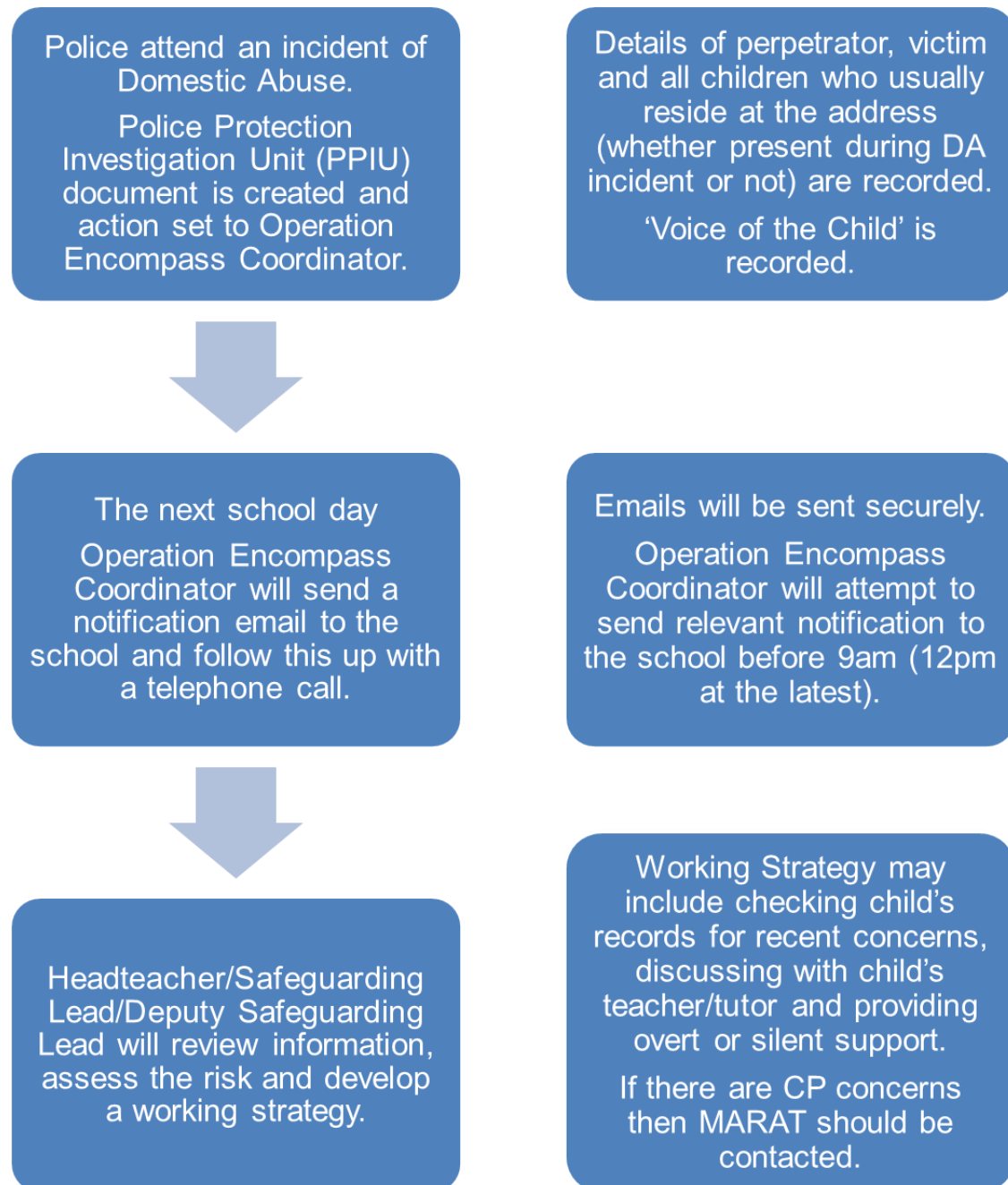
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|  | that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)  |
| Radicalisation & Extremism                         | <p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>   |
| Relationship Abuse                                 | Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.  |
| Safeguarding and promoting the welfare of children | <ul style="list-style-type: none"> <li>• protecting children from maltreatment;</li> <li>• preventing impairment of children's health or development;</li> <li>• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable all children to have the best outcomes.</li> </ul>   |
| Sexting  | <p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>  |
| Sexual Abuse                                       | <p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.</p> <p>They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children</p> |
| Trafficking  | Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the  |

|  |   |
|--|---|
|  | giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs. |
|--|---|

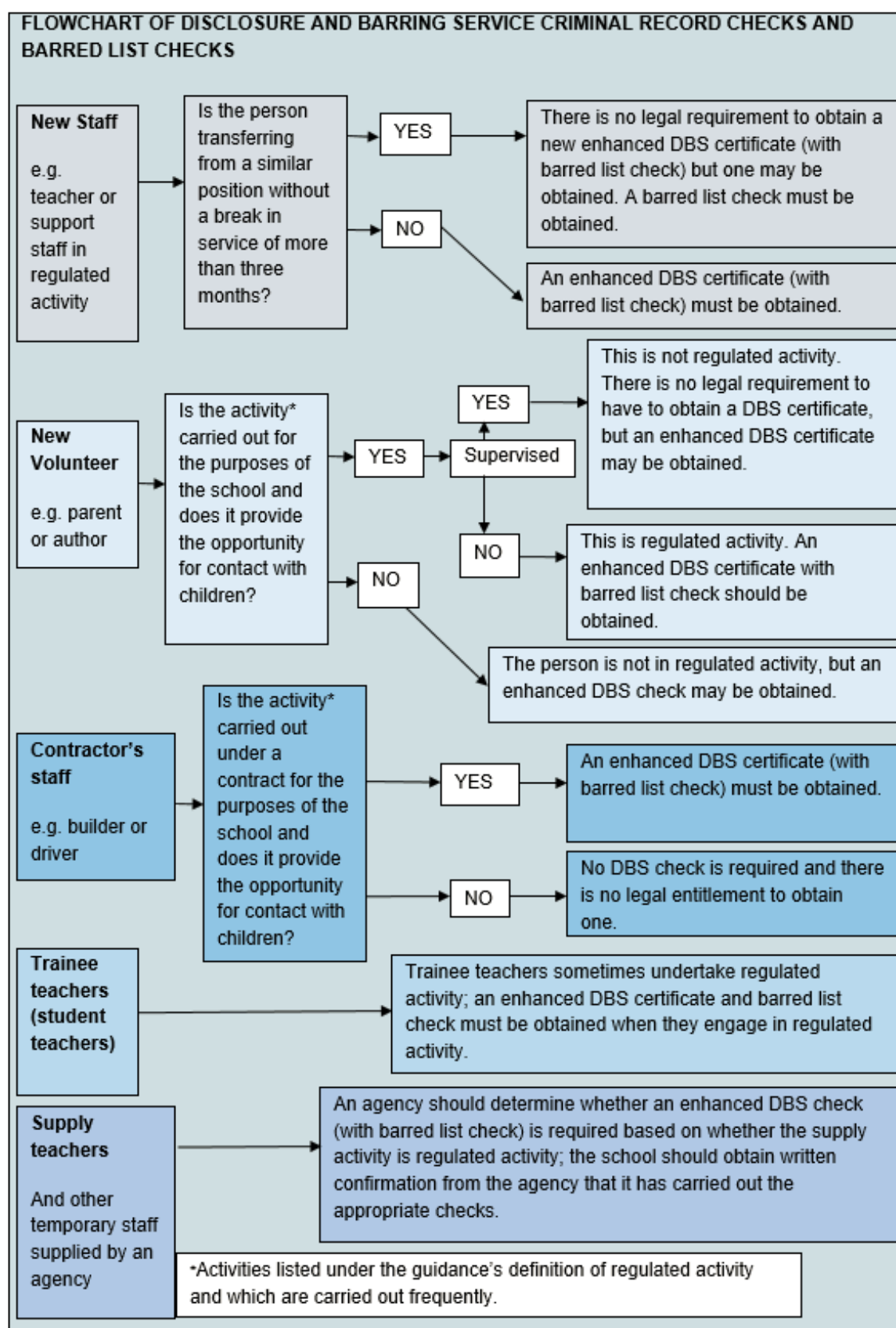


## Appendix 1 – Operation Encompass Flowchart

### Operation Encompass Process



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



Appendix 3 – HM Government guidance - What to do if you're worried a child is being abuse  
– Advice for practitioners

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

#### Appendix 4 – Contact details

|   |   |
|---|---|
| Multi-Agency Referral & Assessment Team (MARAT) – Children’s Social Care<br>0161 912 5125<br><a href="mailto:marat@trafford.gov.uk">marat@trafford.gov.uk</a> | Local Authority Designated Officer (LADO)<br>Anita Hopkins<br>0161 912 5125<br><a href="mailto:marat@trafford.gov.uk">marat@trafford.gov.uk</a> |
| Trafford Strategic Safeguarding Board<br>0161 912 8687<br><a href="mailto:TSSB@trafford.gov.uk">TSSB@trafford.gov.uk</a>                                      | Police<br>Non-emergency – 101<br>Emergency - 999  |
| Out of Hours Emergency Duty Team<br>Social Care<br>0161 912 2020  | Jonathan King<br>Specialist Education Practitioner (MARAT)<br>0161 912 5010   |
| NW Counter-Terrorism Unit Channel Team<br>0161 856 6362<br><a href="mailto:channel.project@gmp.police.uk">channel.project@gmp.police.uk</a>                   | Dennis Woods<br>Education Welfare Officer<br>0161 912 2891<br><a href="mailto:Dennis.Woods@trafford.gov.uk">Dennis.Woods@trafford.gov.uk</a>    |
| NSPCC Whistleblowing Advice Line<br>0800 028 0285   |   |

Appendix 5 - Department for Education – Child sexual exploitation – Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

Appendix 6 – UK Council for Child Internet Safety guidance – Sexting in schools and colleges: Responding to incidents and safeguarding young people - 2017

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

## Appendix 7 – Staff Safeguarding Checklist

**Academic Year 2018 -2019**

**Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**I have READ, UNDERSTOOD and have access to:**

| <b>Policy , Statement, Document</b>   | <b>Initials</b> |
|---|-----------------|
| DfE - Keeping children Safe in Education (Part One and Annex A) ( <i>Signed Declaration</i> )         |                 |
| HM Government - Working Together to Safeguard Children - 2018   |                 |
| HM Government - What to do if you are worried a child is being abused: Advice for practitioners       |                 |
| HM Government - Information sharing: advice for practitioners who are providing safeguarding services |                 |
| Safeguarding Policy   |                 |
| Behaviour Policy  |                 |
| Anti-Bullying Policy  |                 |
| Staff Code of Conduct   |                 |
| E- Safety Policy (& signed Acceptable Usage)  |                 |
| Whistleblowing Policy   |                 |
| Risk Assessment Procedures  |                 |
| Health and Safety Policy  |                 |

| <b>Knowledge</b>   | <b>Initials</b> |
|--|-----------------|
| I know who the Designated Safeguard Lead (DSL) and Deputy (DDSL) are   |                 |
| I know how to report a Safeguarding concern  |                 |
| I have been assigned a CPOM login AND understand that all safeguarding concerns should be reported to our DSL; then logged as soon as possible                   |                 |
| I agree to read the safeguarding updates and Trafford Termly Safeguarding Updates.   |                 |
| I understand that I can make a referral directly to MARAT (0161 912 5125)  |                 |
| I know how to access the policies and procedures contained within the Trafford Safeguarding Children website and the GM Safeguarding Children Procedures Manual. |                 |
| I understand the term 'safeguarding', as defined in Keeping Children Safe in Education 2018 (KCSIE) and Working Together to Safeguard Children 2018.             |                 |
| I have had training on (and understand) the Trafford threshold of Need Guidance (part of Level 1 training) and understand the Early Help Process                 |                 |
| I understand the steps I would take if I was concerned about a member of   |                 |

|  |  |
|--|--|
| staff's behaviour (including the headteacher) – outlined in the Whistleblowing Policy  |  |
| I understand that Safeguarding is everyone's responsibility and that I have a role to play in: <ul style="list-style-type: none"> <li>- Identifying concerns</li> <li>- Sharing information</li> <li>- Acting promptly</li> <li>- Keeping children safe</li> <li>- Providing a safe environment</li> </ul> |  |
| I understand the definition of abuse and know the signs and symptoms of: <ul style="list-style-type: none"> <li>- Physical abuse</li> <li>- Emotional abuse</li> <li>- Sexual abuse</li> <li>- Neglect</li> </ul>  |  |
| I understand the impact and indicators of child sexual exploitation  |  |

### Training

| Internal Training/Orientation Completed | Dates |
|---|-------|
| Safeguarding led by Safer Children Ltd  |       |
|   |       |
|   |       |
|   |       |
|   |       |
| External or Online Training             | Dates |
| Home Office Prevent Certificate         |       |
| Home Office FGM Certificate             |       |
|   |       |
|   |       |

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_