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St. Antony's Catholic College

Child Protection Policy

Mission Statement:

St. Antony's is a Catholic Secondary School. Inspired by the Gospels, it endeavours to provide an environment in which members of the college community can develop spiritually, socially and educationally to their full potential. Our mission is to guide, assist and encourage each member to make a positive contribution to the life of the college, the church and society as a whole.

Mission Statement

St. Antony's is a Roman Catholic High School. Inspired by the teachings and values of the Gospels it endeavours to provide an environment in which the members of the school community can develop spiritually, individually, socially and educationally to their full potential. Our mission is to guide, assist and encourage each member to make a positive contribution to the life of the school, the Church and society as a whole.

Whole-School Aims

1. To attempt to live out Christ's message by raising the awareness of the individual to the teachings of the Church in their life and environment.
2. To provide an atmosphere in which each child perceives itself to be a fully valued member of the school.
3. To promote links between school, family, parish and the wider community.
4. To promote a desire for knowledge and skills so that each pupil strives to achieve his/her personal level of excellence in the areas of literacy; numeracy; science; creativity; aesthetic awareness; technology; communication; and physical education.
5. To encourage the development of a positive self-image, involving self-discipline, self-awareness and self-confidence.
6. To encourage a positive consideration for citizenship and social justice.

As a Catholic college within the Salford Diocese we are required not only to adhere to all current government regulation and best practise, but also to guidelines laid down by Salford Diocese, dioceseofsalford.org.uk and expressly to their code of conduct for adults involved in contact with children and young people.

YOU MUST

- Treat all children and young people equally and with respect.
- Engage and interact appropriately with children and young people.
- Challenge unacceptable behaviour and provide an example for good conduct you wish others to follow – an environment which allows bullying, inappropriate shouting or any form of discrimination is unacceptable.
- Respect a child or young person's right to personal privacy.
- Recognise that particular care is required in moments when you are discussing sensitive issues with children and young people e.g. maintain appropriate boundaries.
- Avoid situations that compromise your relationship with children and young people and are unacceptable within a relationship of trust. This rule should apply to all such behaviours including those which would constitute an illegal act.

YOU MUST NOT:

Discuss topics or use vocabulary with children and young people which could not be used comfortably in the presence of parents or other adults.

- Arrange an overnight trip with a child or young person without ensuring that another approved person will be present.
- Take a chance when common sense suggests another more prudent approach.
- Physically, emotionally or sexually abuse or exploit any child.

This Code of Conduct is issued to all those who work in our parishes with children and young people.

Diocese of Salford website 2013

Child protection and safeguarding policy

Contents:

1. Policy statement and principles.....	p4
2. Safeguarding legislation and guidance.....	p5
3. Ethos	p6
4. Curriculum	p6
5. Keeping records	p6
6. Roles and responsibilities.....	p7
7. Good practice guidelines and staff code of conduct.....	p11
8. Abuse of trust.....	p11
9. Children who may be particularly vulnerable.....	p11
10. Missing children	p12
11. Helping children to keep themselves safe.....	p12
12. Support for those involved in a child protection issue.....	p13
13. Complaints procedure.....	p13
14. If you have concerns about a colleague.....	p13
15. Allegations against staff.....	p13
16. Staff training.....	p14
17. Safer recruitment.....	p15
18. Site security.....	p16
19. Extended school and off-site arrangements.....	p16
20. Safer working practices	p17
21. Recording and reporting concerns.....	p17
22. Photography and images	p17
23. Safer Use of the Internet and Digital Technology.....	p18
24. Social Networking sites	p19

25. Sexting p20

26. Working with other agencies p20

27. Serious Case Reviewsp21

28. Child Protection Procedures p21

29. Confidentiality and sharing information P32

30. Reporting directly to Child Protection agencies p33

31. Special circumstances p33

32. Operation Encompass.....p34

33. Appendices p35

- 1. Related policies
- 2. MARAT Flowchart
- 3. Action when a child has suffered or is likely to suffer significant harm
- 4. Referral Pathway for early Family Support
- 5. Trafford Threshold Guidance
- 6. Links
- 7. Glossary of terms
- 8. CPOMS
- 9. St Antony's Referral Form
- 10. St Antony's Referral Form – Body Map

Designated Senior Person: **Kevin Speake (Assistant Head/DSL)**
Date: 1st September 2017

Deputy Designated Senior Person: **Pauline Kelly (EWO deputy DSL)**
Date: 1st September 2017

Headteacher : **Mrs J Beever (Executive Head)/ Mrs F Wright (Associate Head)**
Date: 1st September 2017

Nominated Governor: **Mrs Pat Brown**
Date: 1st September 2017

1. Policy statement and principles

This policy is available on our school website and is available on request from the school office.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and the Education Act 2002.

This policy is one of a series in the school's integrated safeguarding portfolio, details of which can be found in the appendices. In addition, all our staff are provided with Part One of the statutory guidance *Keeping Children Safe in Education (DfE September 2016)*.

The policy is reviewed in full by the Governing Body on an annual basis.

The school's safeguarding arrangements are inspected by Ofsted under the judgements for behaviour and safety, and leadership and management. In March 2015 they were judged as meeting requirements.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. We also recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils, which goes beyond implementing basic child protection procedures and is an integral part of all activities and functions of St Antony's Catholic College. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect, follow our procedures, and work in partnership with other organisations where appropriate to ensure that children receive effective support, protection and justice. **We maintain an attitude of 'it could happen here' where safeguarding is concerned (From Trafford Model Safeguarding policy).** When concerned about the welfare of a child, all staff must act in the **best interests** of the child.

The procedures contained in this policy apply to all staff and governors and are consistent with those of Trafford Safeguarding Children Board (TSCB).

Policy principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child

is at risk of harm

- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

Terminology

- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
- **Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **Child** includes everyone under the age of 18.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

2. Safeguarding legislation and guidance

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- **The Teacher Standards 2012** state that teachers, including headteachers/ should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance **Working Together to Safeguarding Children (2016)** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs (Local Safeguarding Children Boards) to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance **Keeping Children Safe in Education (2016)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 (as amended by SI 2012/2962) and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying

out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. All staff have received and should read Part One of this guidance and staff can find a copy in the Assistant Head's office and in the policies area.

Research suggests that around 10 per cent of children will suffer some form of abuse, and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

3. Ethos

- St Antony's aims to create and maintain a safe learning environment where all young people and adults feel safe, secure and valued and know they will be listened to and taken seriously.
- The Continuum of Needs and Response and the Early Help Assessment is embedded into everyday practice and procedures when responding to a young person's needs. DSLs have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities.
- Access to cross-curricular activities will provide opportunities to develop self-esteem and motivation and to help students respect the rights of others, particularly those groups who may be considered a minority.

4. The curriculum

- All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- Students 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 that promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.
- PSHE Days, Citizenship and RE lessons will provide opportunities for students to discuss and debate a range of subjects, including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- All students know that there are adults in school whom they can approach with, and in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.
- Governing bodies and leaders should ensure that students are taught about safeguarding, including online safety, through a broad and balanced curriculum through relevant channels, such as those mentioned above.

5. Keeping records and confidentiality

St Antony's Catholic College 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 events in a child's life.

We will ensure that all child protection records are kept confidentially and securely and are separate from student records until the child's 25th birthday. CP information will be copied and sent under

separate cover to any new school or college while the child is still under 18 and all information will be redacted so the names of third parties are not stated. Where Child Protection records are passed on to another school/education setting, a receipt must be provided by the receiving school/education setting.

A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a child protection concern this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

Well-kept records are essential to good child protection practice. St Antony's is clear about the need to record any concern held about a child within the school, the status of such records and when these records should be passed over to other agencies.

Records of child protection concerns can either be made using the proformas shown in Appendix 9 and 10 or via the schools CPOMS (Child Protection Online Monitoring System) site (see Appendix 8a / 8b).

All hardcopies of child protection records are kept separately from other records in the school and are stored in a locked cabinet. The Designated Safeguarding Lead has access to these. When necessary they may be shared with other relevant members of staff. However, they must always be read in the school building and then placed immediately back in the locked cabinet. They must be kept until the child's 25th birthday. Electronic child protection records are only accessible by designated senior members of staff and the safeguarding team (via CPOMS).

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location (see Appendices).

If a student transfers from the school, these files will be copied for the new establishment and forwarded to the student's new school, marked confidential and for the attention of the receiving school's Designated Safeguarding Lead. Records are not sent unless it has been confirmed that the young person has taken up their new place. If this confirmation is not received we retain the file until the pupil's 25th birthday. We would inform the Education Welfare Service that the young person is no longer at our school, just as we would for all young people who either suggest they are moving or who are missing from education with no explanation for 5 days. This is in accordance with the 'Children Missing From Home and Education' Policy.

6. Roles and responsibilities

The Child Protection Liaison Officer (DSL) is a member of the senior leadership team and coordinates child protection arrangements and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The DSL:

- acts as the first point of contact with regard to all safeguarding matters.

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with updates every two years through approved TSCB refresher training.
- acts as a source of support and expertise to the school community
- provide support and training (or commissions training) regularly for staff and volunteers
- ensures that the school's actions are in line with the TSCB Safeguarding Inter-Agency policies
- ensures that any staff with specific responsibility for safeguarding children receive inter-agency training at level 2 and above.
- ensures that all staff and volunteers receive information on safeguarding policies and procedures from the point of students.
- ensures that all staff and volunteers understand and are aware of the school's recording and reporting procedures and are clear about what to do if they have a concern about a child.
- manages the school's safeguarding records.
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers.
- refers a student, if there are concerns about possible abuse, to the LA, acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a phone call, using a SARF.
- keeps up to date with TSCB (Trafford Safeguarding Children Board) procedures and is aware of any guidance issued by the DfE concerning safeguarding.
- has an understanding of locally agreed processes for providing early help and intervention.
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- keeps copies of all referrals to MARAT and any other agencies related to safeguarding children.
- ensures that when a student with a child protection plan leaves the school, their information is passed to their new school and the student's social worker is informed
- where students leave the school, ensures the child protection file is copied for any new school as soon as possible but transferred separately from the main student file and a receipt is given by the receiving establishment.
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the TSCB
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is regularly reviewed and updated annually
- liaises with the nominated governor and headteachers as appropriate
- keeps up to date with changes in local policy and procedures and is aware of any guidance issued by the DfE concerning safeguarding
- ensures a record is kept of staff attendance at child protection training
- makes the child protection policy available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- provides the headteachers with an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL and by all staff and governors, number and type of incidents/cases and number of children on CP plans (anonymised)
- during term time the DSL/deputy will always be available (during school hours) for staff in school to discuss any safeguarding concerns. If in **exceptional** neither the DSL nor the deputy DSL are available on the school site in person, we will ensure that they are available via telephone or any other relevant media.

The deputy DSL is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The governing body ensures that:

- a member of the governing body is identified as the designated governor for safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the DSL.
- The school appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training and that there is a deputy DSL who is an appropriately trained member of staff to deal with any issues in the absence of the DSL. There will always be cover for this role.
- the DSL role is explicit in the role holder's job description
- On appointment the DSL undertakes inter-agency training and also undertakes an update course every two years. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to the role.
- The school's safeguarding policy is reviewed and updated annually and the school complies with local safeguarding procedures.
- The school has a child protection policy and procedures, including a staff code of conduct, that are consistent with LSCB and statutory requirements, reviewed annually and made available publicly on the school's website or by other means.
- Any weaknesses in Child Protection are rectified immediately.
- That enhanced DBS checks are in place for all governors.
- The Governing Body will also undertake appropriate training to ensure that they are able to carry out their duty to safeguard all students at our school.
- The school has procedures for dealing with allegations of abuse made against members of staff, including allegations made against the headteacher and allegations against other children and that it makes a referral to the DBS if a person in regulated activity has been removed or dismissed due to safeguarding concerns, or would have been had they not resigned.
- The school follows safer recruitment procedures that include appropriate references and statutory checks on staff suitability to work with children.
- The school develops a training strategy that ensures all staff, including the headteacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB.
- The DSL receives refresher training at two-yearly intervals.
- The school ensures that all temporary staff and volunteers are made aware of the school's arrangements for child protection
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of students and such concerns will be addressed sensitively and effectively.
- the school contributes to inter-agency working and plans.
- The school provides a coordinated offer of early help when additional needs of children are identified
- The school considers how students may be taught about safeguarding, including online as part of a broad and balanced curriculum, covering relevant issues through PSHE and RE.
- Parents/carers are aware of and have an understanding of the school's responsibility to promote the safety and welfare of its students by making its obligations clear in the school setting.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with the LSCB and national guidance.

An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The headteacher:

- ensures that the child protection policy and procedures adopted by the Governing Body to safeguard and promote the welfare of DSLs are implemented and followed by all staff and volunteers.
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings, contributing to the assessment of students and delivering training as appropriate.
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaises with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

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

All Staff

- may raise concerns directly with Social Care Services, though it remains good practice to go through the DSL and staff must inform her later in writing.
- All staff must be aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.
- Are aware that safeguarding concerns about adults in the school should be made to the DSPL or the Head
- 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 their concerns with.
- Are trained in and receive regular updates in safeguarding, including e-safety and reporting concerns.

7. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards students, we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them

- encouraging positive, respectful and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing
- asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and TCSB procedures
- referring all concerns about a student's safety and welfare to the DSL, or, if necessary directly to police or children's social care
- following the school's rules with regard to communication with students and use of social media and online networking.

8. Abuse of trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

9. Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to attitudes and assumptions in society and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles

- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- involved directly or indirectly in sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM) or forced marriage.
- At risk of radicalisation.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

10. Missing children

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL/on-site EWO (deputy DSL) will monitor unauthorised absence, particularly where children go missing on repeated occasions. All staff should be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns with regard to children missing from education, particularly travelling to conflict zones, FGM and forced marriage.

11. Helping children to keep themselves safe

Students are taught to understand and manage risk through our PSHE days and through all aspects of school life. Our approach is designed to help students to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Students are taught how to conduct themselves and how to behave in a responsible manner. Students are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and students are encouraged to speak to a member of staff in confidence about any worries they may have.

12. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support students, their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (DSL/Deputy DSL) who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

13. Complaints procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the headteacher and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

14. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that they must always act in the **best** interests of the child. The school's **whistleblowing code** (to be found in separate whistle-blowing policy) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action

15. Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Managing allegations against Staff

The school follows the procedures recommended by the TSCB when dealing with allegations against staff and volunteers. All allegations made against a member of staff or volunteer, including contractors or security staff working on site will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

Allegations against staff should be reported to the headteacher. Allegations against the headteacher should be reported to the chair of governors. Staff may also report their concerns directly to police or children's social care if they believe direct reporting is necessary to secure action.

We take all possible steps to safeguard our students and to ensure that the adults in our school are safe to work with children. We always ensure that the procedures outlined in <http://www/tscb.co.uk/procedures/allegations-of-abuse-made-against-adults-who-work-with-children-and-young-people.aspx> and part 4 of *Keeping Children Safe in Education* are adhered to ad

we seek advice from the Local Authority Designated Officer (LADO) as appropriate.

If an allegation is made or information received about any adult who works in our school which indicates that they may be unsuitable to work with children, the member of staff receiving that information should inform the headteacher immediately. This includes concerns relating to supply or agency staff. Should an allegation be made against the headteacher, this should be reported to the Chair of Governors and the LADO. In the event that neither are contactable on the day, the information must be reported to the member of staff acting for the head on that day or the Vice-Chair of Governors.

The headteacher or Chair of Governors will seek advice from the LADO within one working day. No further investigations can take place before advice is received from the LADO.

Any member of staff or volunteer who does not feel comfortable to raise their concerns with the headteacher or the Chair of Governors should contact the LADO direct.

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

The full procedures for dealing with allegations against staff can be found in ***Keeping Children Safe in Education (DfE, 2016)***.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites

16. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff and governors will receive an explanation during their induction which includes the school's child protection policy, reporting and recording arrangements, the staff code of conduct, details of the DSL, Deputy DSL, Part One and Annex A of ***Keeping Children Safe in Education***. All staff are expected to read these key documents. All staff, including the headteacher (unless the headteacher is the DSL) and governors will receive training that is regularly updated and the DSL/Deputy DSL will receive training updated at least every two years, including training in inter-agency procedures.

Every new member of staff or volunteer will receive safeguarding training during their induction period within the first two weeks of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the DSL. The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

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

All staff will receive training on particular safeguarding issues, for example Guns and Gangs, Forced

Marriage, Domestic Abuse and Child Sexual Exploitation.

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Annex A of ***Keeping Children Safe in Education (2016)*** provides links to specific guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. Local guidance can be accessed via www.tscb.co.uk

All regular visitors, temporary staff and volunteers will be given a set of safeguarding procedures and informed of the name of the DSL/deputy DSL and what the recording/reporting system is.

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

Supply staff and other visiting staff will be given the school's **Visiting Staff Leaflet** which can be found in the welcome pack given to supply staff. A copy will be made available at Reception for visitors.

17.Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by ensuring that our recruitment and selection policies and processes adhere to those set out in ***Keeping Children Safe in Education – statutory guidance for schools and colleges (2016)*** together with the TCSB and the school's individual procedures. Safer recruitment means that applicants will:

- complete an application form which includes their employment history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- if offered employment, provide evidence of their right to work in the UK
- be interviewed, if shortlisted.

The school will also verify the preferred candidate's mental and physical fitness to carry out their work responsibilities.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the Child Protection Policy.

18.Single Central Record

In accordance with Trafford guidance St Antony's maintains a Single Central Record which contains details of the following:

- ◆ all staff including supply staff, and teacher trainees on salaried routes who work at the school.

- ◆ an identity check;
- ◆ a barred list check;
- ◆ an enhanced DBS check/certificate;
- ◆ a prohibition from teaching check;
- ◆ a section 128 check where appropriate
- ◆ further checks on people who have lived or worked outside the UK; this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in paragraph 114;
- ◆ a check of professional qualifications; and
- ◆ a check to establish the person's right to work in the United Kingdom.

The school obtains written confirmation from supply agencies that agency staff have been appropriately checked.

The school maintains a single central record of recruitment checks undertaken.

In addition to obtaining a DBS certificate, anyone appointed to carry out teaching work will require an additional check to ensure that they are not prohibited from teaching.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with students. Those volunteers who frequently partake in regulated activity with pupils and those who are undertaking in volunteering activity in an unsupervised capacity will, according to Trafford LA's HR Fair recruitment Policy, be required to undergo an enhanced DBS and barred list check.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Governors

Trafford LA's HR advises that schools seek an enhanced DBS and barred list check for those governors who frequently partake in regulated activity with children and young people or who are undertaking volunteering activity in an unsupervised capacity. (*Keeping Children safe in Education 2016*)

Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate. The school does not permit contractors to work on site during the core school hours unsupervised unless in the event of an emergency. The school carries out maintenance and repairs outside of school calendared days where possible. The site manager escorts and supervises all contractors.

19.Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

20.Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

21. Safer working Practice

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

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

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

22. 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. If a concern arises all staff, volunteers and visitors must:

- Speak to the DSL/Deputy DSL
- Agree what action should be taken, by whom and when it will be reviewed.
- Record the concern using the school's safeguarding systems
- All concerns about a child must be reported **without delay** and recorded in writing.

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding principles will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

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

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

At St Antony's we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these through our safeguarding training. If staff have a concern regarding a child who may be at risk of HBV the DSL should be informed, who will instigate local safeguarding procedures, using existing local and national protocols for multiagency liaison with police and children's social care.

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

We recognise that safeguarding against radicalisation and extremism is no different safeguarding against any other vulnerability in today's society. At St Antony's Catholic Collge we will ensure that:

- Through training, staff, governors and volunteers have an understanding of what radicalisation is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in school for keeping students safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact in our school for any concerns regarding radicalisation and extremism.
- The DSL will make referrals in accordance with Trafford Channel Procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral social and cultural development of students.

23. 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. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we will:

- seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the students' first name with an image
- ensure students are appropriately dressed
- ensure that where professional photographers are used, DBS, 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.
- encourage students to tell us if they are worried about any photographs that are taken of them.
- Ensure the use of cameras is closely monitored and open to scrutiny.

24. Safer Use of the internet and Digital Technology

St Antony's recognises that in a modern learning environment, the use of the internet, multimedia devices and digital images are part of everyday requirements. However, students' safety will remain

the priority of the school.

All staff are aware that any items that have capability for the use of the internet or the creation of digital image (including mobile phones) must be used by students 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 the staff member to ensure that these items contain nothing of an inappropriate nature. Pupils are not permitted to directly access items that do not belong to the school.

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

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

Use of mobile phones

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

- Only use mobile phones appropriately, ensure staff have a clear understanding of what constitutes misuse and know how to minimise 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, eg how to keep personal numbers that may be stored on the phone safe and confidential.

School mobiles

To protect students, we will ensure that the school mobile;

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

Personal mobiles

To protect students, we will ensure that personal mobiles;

- Are stored securely in an office or staff room and will be switched off or silent whilst staff are on duty.
- Are not used to take pictures, video or audio recordings of the children.
- Are not used to contact parents or children, except in an emergency. Visitors not to use mobile phones whilst on the premises.

25. 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 includes the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff must ensure that any personal use of Social Networking Sites does not impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct must be brought to the immediate attention of the headteacher or the DSL.

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

26.Sexting

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

There are a number of definitions for '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 which 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 consider carefully each case on its own merit. However, we need to apply a consistent approach when dealing with an incident to help protect our students and the school. For this reason, the DSL or headteacher must 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.

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

27.Working with other agencies

St Antony's has developed effective links with other relevant agencies and co-operates as required with enquiries regarding child protection issues. The school will notify the allocated social worker if:

- It has been agreed as part of any child protection plan or core group plan
 - A child subject to a child protection plan is about to be permanently excluded
 - There is the unexplained absence of a student who is subject to a child protection plan of more than two days from school.
-
- **Confidentiality and Information Sharing**

- Staff should ensure that protocols are followed and information is shared appropriately. The headteacher or DSL discloses information about a student to other members of staff only on a need to know basis.
- All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

28.Serious Case reviews

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

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

29.Child protection procedures

Informing Parents and 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 and carers. In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child. Parents/carers should be given the opportunity to address any concerns raised.

Parents/carers will be informed for the most part if a referral is to be made to MARAT or any other agency. However, if it is believed that by doing so would put the child at risk the DSL or headteacher will seek advice from MARAT.

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

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

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm. Children may be abused in a family or community setting by those known to them, or more rarely by others (eg via the internet). Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. Staff need to be aware also of possible signs of sexual exploitation and female genital mutilation. The list

below is not exhaustive and should be cross-referenced with *Trafford Model Safeguarding Policy for Schools (August 2016)*.

Physical abuse

Physical abuse is 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. This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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. 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 cyber bullying), 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.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.

Sexual Abuse by Young People (Peer on peer abuse)

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

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

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative

effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

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

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

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

Neglect

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:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from ***Working Together to Safeguard Children*** (HM Government, 2015).

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have

a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the headteacher and the DSP will consider implementing child protection procedures. Bullying incidents are logged separately and analysed. St Antony's has a number of trained anti bullying ambassadors to encourage a clear and transparent reporting process for our students.

Domestic Abuse

- We are aware that young people's development, as well as their social and emotional resilience, is affected by many factors, including exposure to domestic abuse within the family situation and is a safeguarding issue.
- Children react to domestic abuse in similar ways to other types of abuse and trauma.
- Information about domestic abuse and its effect on children will be incorporated into staff Safeguarding and Child protection training and briefings and Child Protection's Policies and Procedures will be used to protect children exposed to, and at risk from, domestic abuse.
- Any student thought to be at immediate risk will be reported without delay to MARAT or the Emergency Duty Team as soon as possible.

Forced Marriage

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

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern in writing to the DSL by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

If you are concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk, but have no 'real'

evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the student if they are OK or if they can help in any way.

Staff should make a note of these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL.

If a student discloses to you

What to do if a child discloses abuse- Always follow the 4 R's.

1. RECEIVE

LISTEN to the student. If you are shocked at what the student says to you try not to show it. Take what the student says to you seriously, children and young people rarely lie about abuse and if they are not believed it adds to the traumatic nature of disclosing. If they meet with revulsion or disbelief, children and young people may retract what they have said.

2. REASSURE

STAY CALM. Reassure the young person that they have done the right thing in talking to you. Be honest with the student. Do not make any promises that you are unable to keep, like "I'll stay with you", or "Everything will be all right now".

DO NOT promise confidentiality.

TRY to alleviate any feelings of guilt that the student displays, e.g. "You are not alone, you are not the only one this sort of thing has happened to".

REACT to the student only as far as is necessary for you to establish whether or not you need to refer to matter.

DO NOT interrogate the child or make investigations with third parties to establish any of the facts.

AVOID asking leading questions, for example "Did he touch you?"

BE careful about what you ask the child; you may taint any evidence being put before a court.

USE open questions, such as, "Is there anything else you would like to tell me?" or "When did it happen?"

AS SOON as is reasonably possible make notes on what has happened.

DO NOT destroy these notes, they should be retained in a safe place. The court in any legal process may require them.

RECORD Place, date, time and details of the child/young person involved. Record any noticeable non-verbal behaviour of the student. If the young person uses their own words to describe sexual organs/acts, record the words spoken. Do not translate them into proper words. Record this incident on CPOMS as soon as possible.

DRAW a diagram (using 'body map') to indicate positioning, size and location of any injuries you have identified

BE OBJECTIVE in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Rely on FACT. A fact is any event that can be perceived by one of the five senses.

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hand

or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student(subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation.

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

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

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the individual has been exposed.

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

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

Assessment

In order to more fully determine the nature of the incident, consideration should be given to the following factors:

The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power, control and authority, passive and assertive tendencies.
- **Consent** - - agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives

- Assumptions that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
- **Coercion**- the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship etc. Some may use physical force, brutality or the threat of these regardless of victim resistance

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

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. These agencies include SEAM; Engage; TalkShop; School Health amongst others. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour should speak to the DSL as soon as possible.

Sexual exploitation of children

Statutory definition of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (KCSE February 2017 update)

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. What marks out exploitation is an imbalance of power in the relationship. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. It is also important to recognise that some young people who are being sexually abused do not exhibit any external signs of this abuse. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSP. Guidance can be found on the TSCB website and also in their ***Guidance in respect of safeguarding young people from sexual exploitation*** available on the TSCB website or in hard copy from the Assistant Head's office. Indicators can include:

- underage sexual activity
- inappropriate or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeated sexually transmitted infections
- repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobiles) or expensive habits (alcohol, drugs)
- changes in dress
- going to hotels or other unusual places to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are.

- Getting in/out of cars, driven by unknown adults
- Having older boy/girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, anti-social groups or with other vulnerable peers
- Associating with other young people involved in CSE
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour (sexual, chaotic, aggressive)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicidal attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Involvement in crime
- Involvement with gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is abuse of human rights 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 include changes in adolescent behaviour. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. All staff need to be aware of the possibility of a girl being at risk of FGM, or already having suffered FGM. From October 2015 it is mandatory to report to the police if a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18. It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are four types of procedure:

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

It is carried out in the belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- It preserves a girl's virginity
- It is part of being a woman – a rite of passage
- It upholds family honour
- It cleanses and purifies the girl
- It gives a sense of belonging to the community
- It fulfils a religious requirement
- It perpetuates a custom/tradition
- It helps girls to be clean and hygienic
- It is cosmetically desirable

- It is mistakenly believed to make childbirth easier

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

Circumstances that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea plus some non-African countries including Yemen, 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 to indicate that a child may have 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 and that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinary tract infection
- Disclosure

The 'One Chance' rule – as with Forced Marriage there is the 'One Chance' rule. It is essential that school takes action **without delay**.

(The section above is taken verbatim from Trafford \model Safeguarding Policy for schools).

Radicalisation

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Since July 2015 schools should have "due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty). Schools should also understand when it is appropriate to make a referral to the Channel programme, though engagement with this programme is entirely voluntary at all stages. . Schools have a statutory duty in the following areas with the aim of safeguarding pupils from radicalisation, extremism and terrorism:

- Assessing the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology.
- Demonstrating that robust safeguarding policies are in place to identify children at risk and intervening as appropriate (eg referrals to MARAT or Channel0)
- 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 TSCB.

This policy describes procedures which are in accordance with government guidance and refers to locally agreed inter-agency procedures put in place by the TSCB.

- Training key staff to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas. They should know when and how to refer children and young people for further help.
- Protecting children from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

29. Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the CLPO, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, ***Keeping Children Safe in Education*** emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

All written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. All access will need to go through the DSP in whose office the information will be kept securely.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

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

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Details of this are available on our website at <http://www.st-antonys.com/data-protection/13568.html>

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

Seven golden rules to sharing information

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

30. Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the DSL, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

31. Special Circumstances

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The designated teacher for looked after children and the DSP have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Work Experience

The school employs an agent on its behalf to organise work experience placements. Their safeguarding responsibilities are detailed in the activity agreement which is reviewed annually. This agreement includes arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*. The work experience/careers teacher co-ordinates and oversees these arrangements.

32. Operation Encompass

St Antony's Catholic College is working in partnership with Greater Manchester Police, Trafford Safeguarding Board and the Safer Trafford Partnership as part of Operation Encompass.

The purpose of Operation Encompass is to safeguard and support those children and young people who have witnessed and/or been present at the time of a domestic abuse incident. Following such an incident, children will often arrive at school distressed and unprepared. Encompass is designed to provide early reporting to schools of any domestic abuse incidents that occur outside of school but which might have an impact on a child attending school the following day. This information will be reported to our Key Adult and DSL Kevin Speake, which will allow immediate early intervention through silent or overt support dependent upon the needs and wishes of the child.

APPENDICES

Appendix 1

Related Policies:

- Health and Safety Policy
- Single Central Register
- Allegations against staff policy
- Trafford model Safeguarding Policy for Schools (updated August 2016)
- Designated Person's Policy
- Whistle-blowing policy
- TSCB e-Safety Policy 2012-2015
- TSCB guidance in respect of Safeguarding Young People from Sexual Exploitation
- Greater Manchester Safeguarding partnership *Female genital Mutilation Multi-Agency Protocol*
- *Trafford Multi-Agency Threshold Guidance*
- *Working Together to Safeguard Children (DfE March 2015)*
- *Keeping Children safe in Education (DfE September 2016 / February 2017 update)*
- *Statutory Guidance on children who run away or go missing from home (DfE January 2014)*
- Equal Opportunities
- Code of staff conduct
- Behaviour for Learning Policy
- SEND Policy
- ICT and Access to the Internet/online e safety
- Trips and Visits
- Meeting the needs of pupils with medical conditions
- Promoting British values/radicalisation and violent extremism

TSCB Policies which support this document:

- Managing Allegations and Concerns against Staff and Volunteers
- Forced marriage
- Domestic abuse
- Missing from home and care
- Private fostering
- Child sexual exploitation
- Guns and Gangs

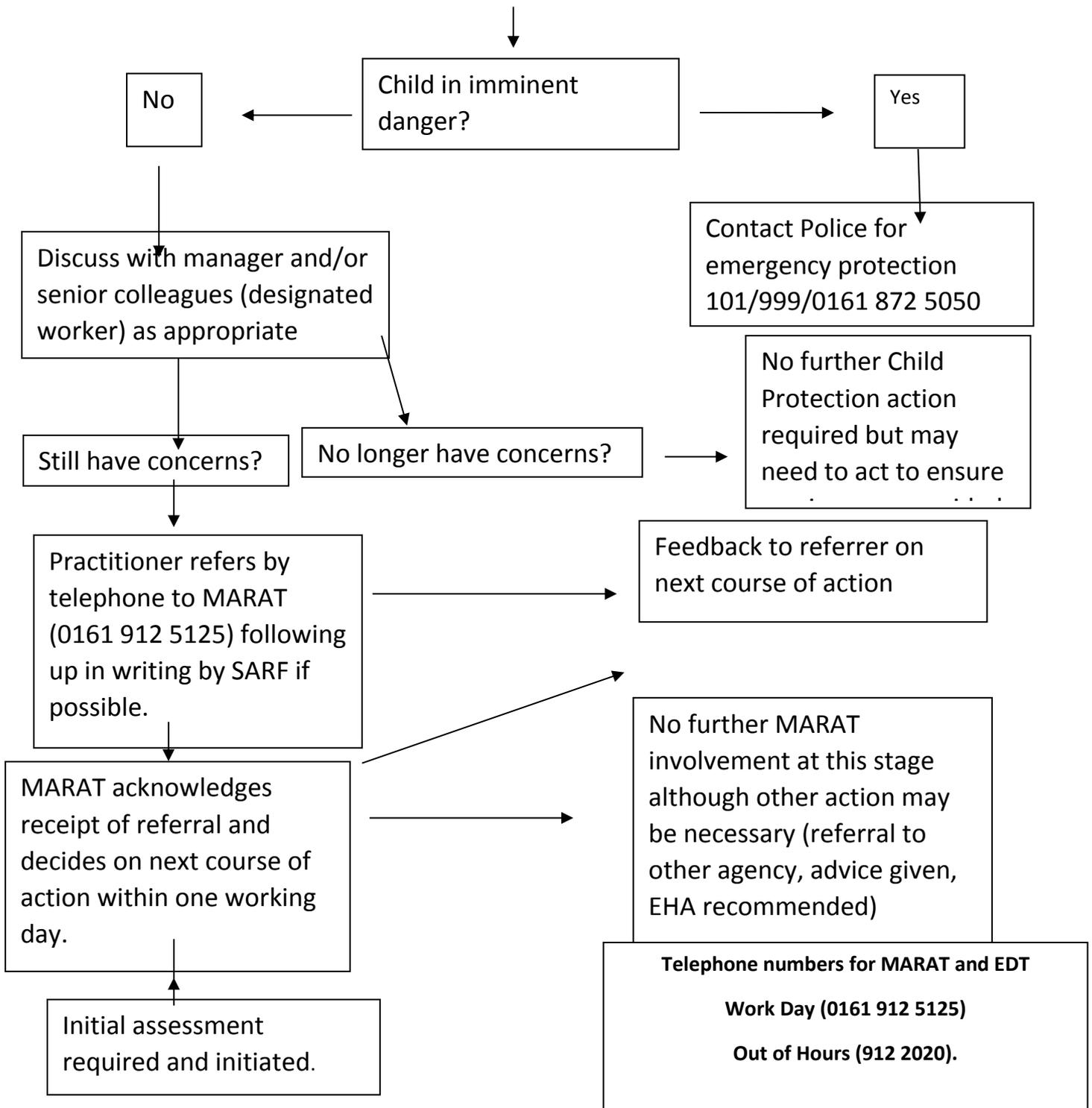
OTHER DOCUMENTATION

- Advice for Schools on the Prevent Duty (DFE)
- Channel guidance (www.gov.uk/publications/channel/guidance)

Appendix 2

MARAT FLOWCHART (from Trafford Model)

You have a worry/concern
about a child

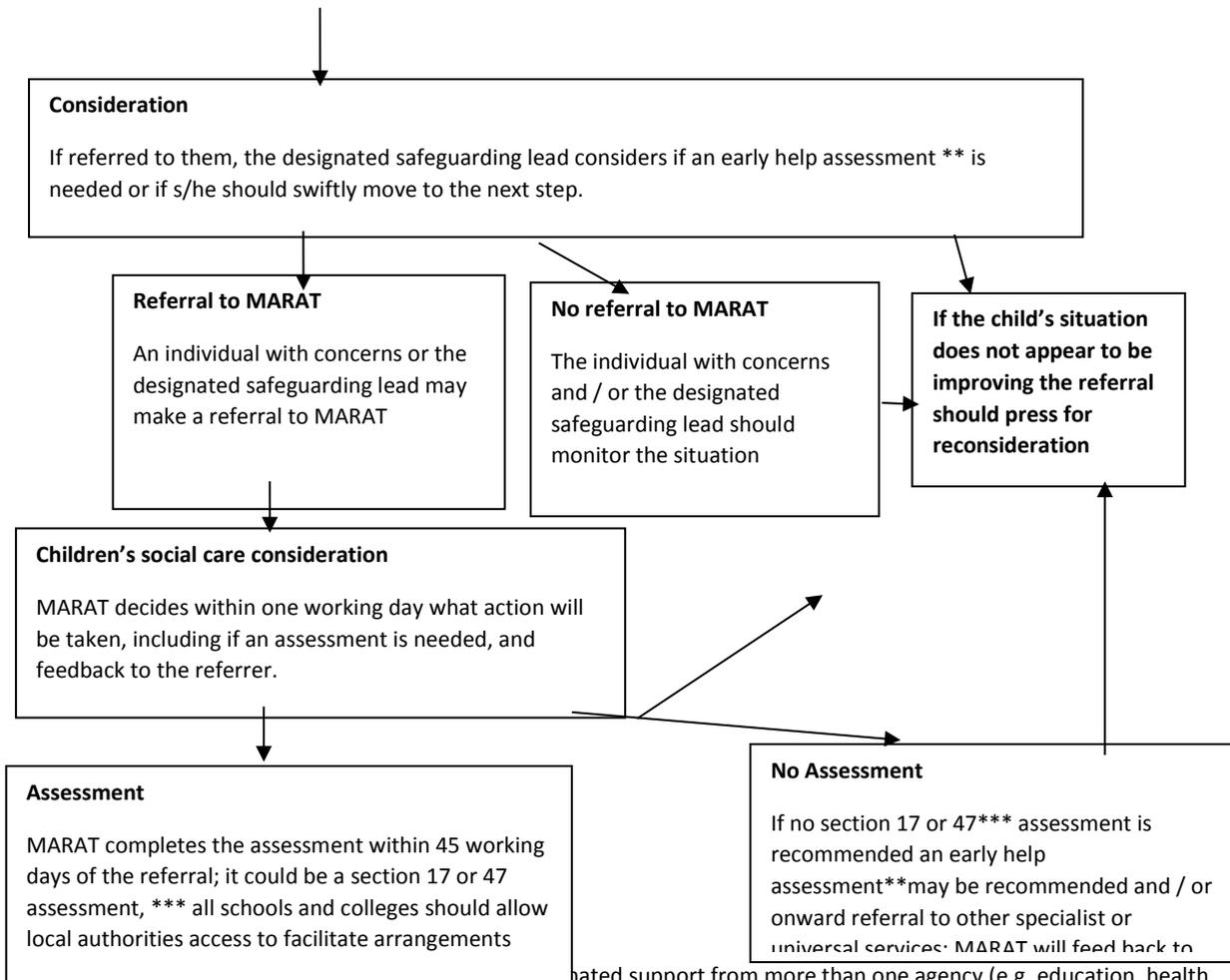


Action when a child has suffered or is likely to suffer harm

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

Anybody can make a referral

Sharing / recording concerns
 An individual with concerns about a child shares these with the designated safeguarding lead who records them. ***The individual with concern may refer to MARAT.**



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

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

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

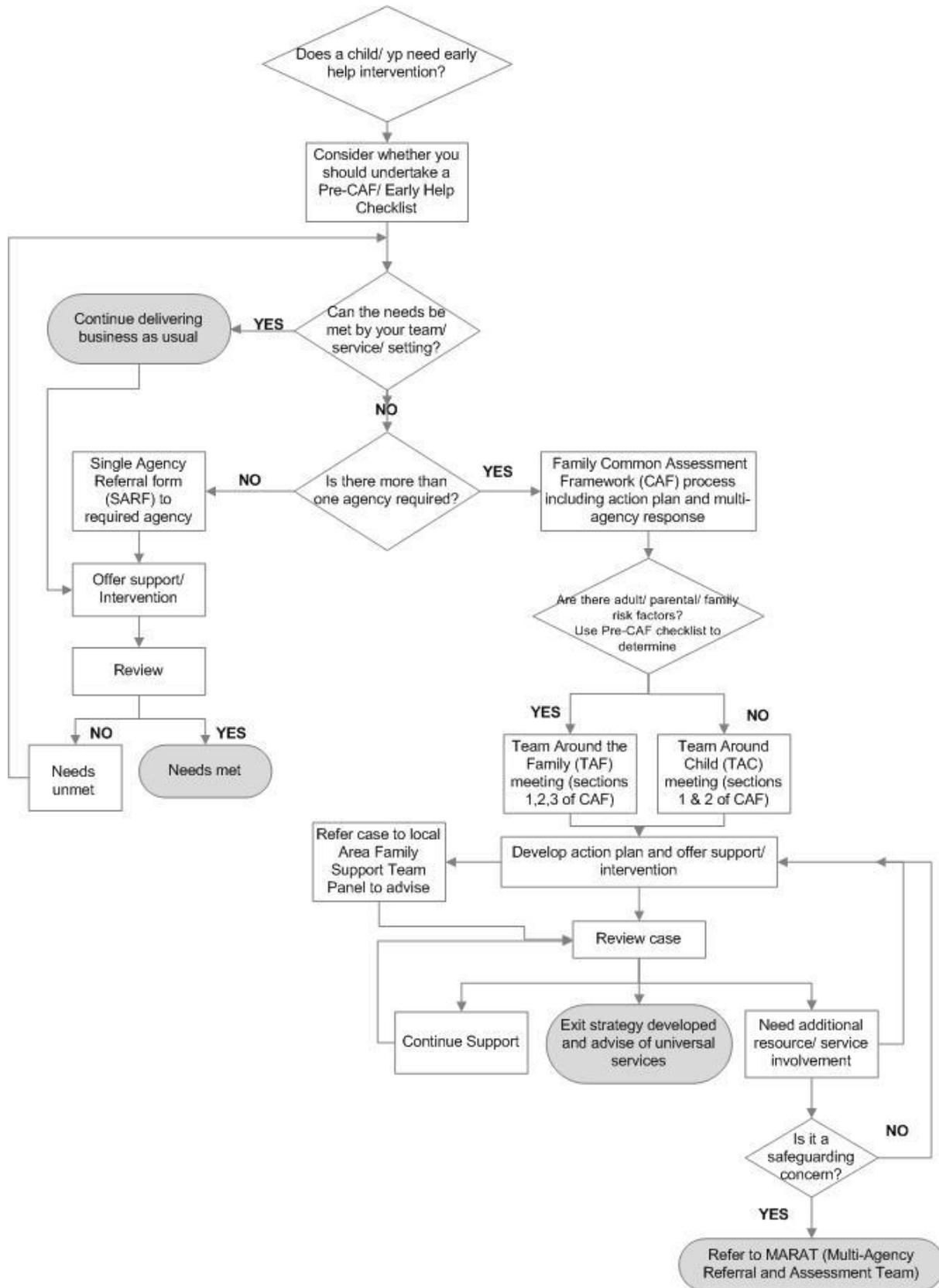
Appendix 4

Referral Pathway for Early Family Support

This is not a safeguarding pathway. For safeguarding concerns contact MARAT on 0161 912 5125

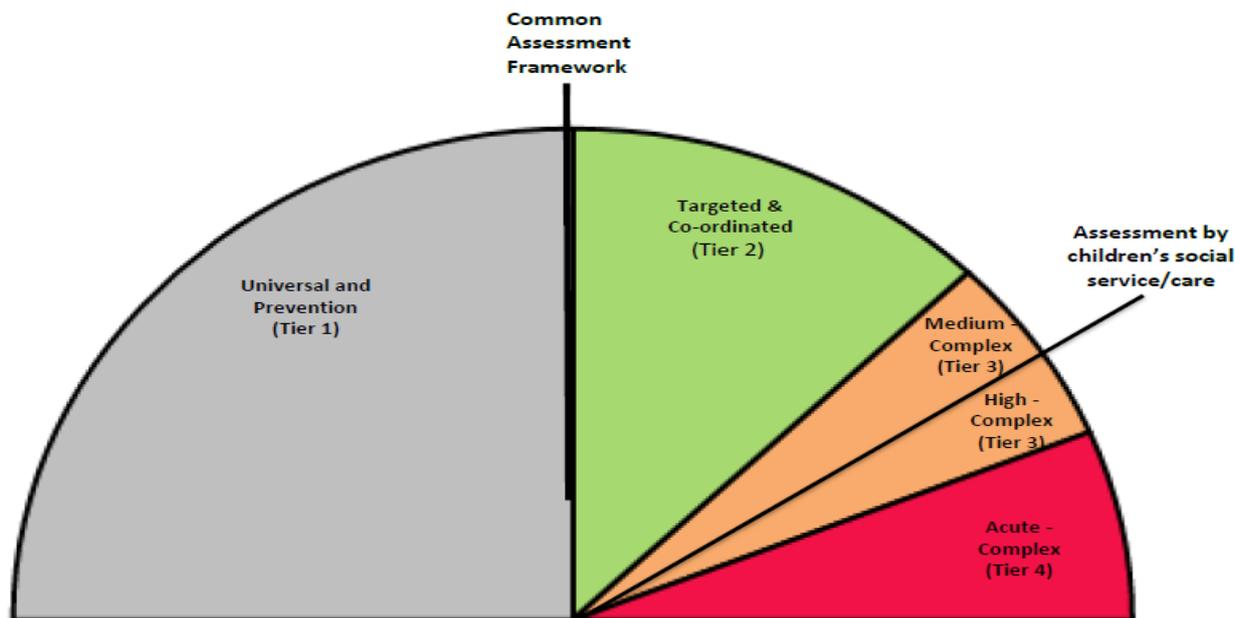
For details of Early Help policies and useful documents please click on the following link:

<http://www.tscb.org.uk/content/trafford-family-caf-procedures>



Appendix 5

Trafford Threshold Guidance



TIER		DESCRIPTION	ASSESSMENT/REFERRAL PROCESS	RELEVANT POLICY
Tier 1	Universal and prevention	Children whose needs are met by universal services; for example GP, school or health visitor	Single Agency Referral Form (SARF) to improve access to preventative services and referring child/young person to specific service to address individual need.	SARF: http://www.tscb.org.uk/documents/SARF_Procedures_v202.pdf
Tier 2 (Low to Vulnerable)	Targeted and co-ordinated/	Some children have specialist input by a single agency such as speech therapy, physiotherapy or housing	Common Assessment Framework (CAF sections 1 & 2) to co-ordinate a multi-agency response to multiple unmet needs for the child/young person.	CAF: http://www.tscb.org.uk/family-caf.html
Tier 3 (Medium)	Medium - Complex	As the complexity of a child's needs increase then the next level of the CAF (3) should be completed and a multi-agency plan of support developed.	Common Assessment Framework (CAF sections 1, 2 & 3) to access the early family support pathway; co-ordinating a multiple agency response to multiple, unmet needs for the family.	CAF: http://www.tscb.org.uk/family-caf.html
Tier 3 (High)	High - Complex	If the child's issues continue to escalate or interventions are not working and it is felt the child's needs cannot be met without the intervention of social care. Consideration of referral to MARAT to determine whether a referral for social work assessment should be made. This is done via the SARF or CAF.	Contact Multi-Agency Referral & Assessment Team (MARAT) on 0161 912 5125, marat@trafford.gov.uk Statutory or Specialist Assessment	Child in Need: http://www.tscb.org.uk/documents/Trafford%20Children%20in%20Need%20Guidance.pdf Safeguarding: http://www.tscb.org.uk/managing-cases-concern-childs-safety.html
Tier 4 (Acute)	Acute - Complex	This includes children for whom adoption is the plan, those who are in the care system, children subject to Child Protection Plans and those who are in the criminal justice system as well as those with the highest level of complex and additional needs. At this level children's social care will be the lead agency and the threshold is met for statutory involvement of agencies.	Existing referral processes to social care (MARAT) and other specialist and intensive provision such as MST, SEN Statutory Intervention, CAMHS Tier 3&4. Statutory or Specialist Assessment	Safeguarding (Child Protection). Local Authority (Children in Care Policy), YOS (Youth Offending Service): http://www.tscb.org.uk/managing-cases-concern-childs-safety.html http://www.trafford.gov.uk/about-your-council/children-families-and-wellbeing/childrens-services-procedures.aspx

Appendix 6

LINKS

Multi Agency Threshold Guidance

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

Single Agency Referral Form (SARF)

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

Useful contacts

MARAT 912 5125

Emergency Duty Team (EDT) 912 2020

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

Channel- 856 6362

channel.project@gmp.police.uk

Other useful links

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

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

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

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

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

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

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

Appendix 7

GLOSSARY OF TERMS

Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children. <i>(Definition provided by Working Together 2015)</i>
Accommodation	Section 20 of the Children Act 1989 enables a local authority to provide accommodation for a child who has no person with parental responsibility for him/her, is lost or abandoned or whose parent cannot provide suitable accommodation and care.
Allocated case	A case that has been made the responsibility of a named social worker or other key worker until such time as the case is closed, transferred or managed in such other way that the named worker no longer has responsibility for it.
Assessment	The assessment of developmental needs of a child within their family and wider environmental context to determine, if the child has needs and what services they require. The assessment may be general in nature (e.g., CAF, Child and Family or relate to a specific developmental need (e.g. health or education.)
Care order	A court order under s.31 of the Children Act 1989 placing a child in local authority care to protect the child from harm they are suffering or may suffer, whilst under the care of his/her parent (and/or being beyond a parent's control).
Child	Anyone under 18 years of age. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.
Child in need	Section 17 (10) of the Children Act 1989 defines a child in need as a child who, without the provision of local authority services: a) Who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services to them by a local authority b) Whose health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or c) They are disabled, and "family", in relation to such a child, includes any person who has parental responsibility for the child and any other person with whom they has been living.
Child protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. <i>(Definition provided by Working Together 2015)</i>
Child protection enquiry	Where a local authority: (a) are informed that a child who lives, or is found, in their area (i) is the subject of a emergency protection order, or

	<p>(ii) is in police protection; and</p> <p>(b) have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm</p> <p>Section 47 of the Children Act 1989 gives children's social care a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.</p>
Child Sexual Exploitation (CSE)	<p>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.</p>
Children	<p>Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection. <i>(Definition provided by Working Together 2015)</i></p>
Common Assessment Framework (CAF)	<p>The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. It can be used by practitioners across children's services in England. The CAF is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers and environmental factors on their development.</p>
Child and Family Assessment	<p>An assessment conducted by a social worker which addresses the central and most important aspects of the needs of the child and the capacity of their parents to respond to these needs. It is to be undertaken where circumstances are complex and should be completed within 45 working days of referral.</p>
Disclosure and Barring Service (DBS)	<p>The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaced the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).</p> <p>The DBS is responsible for:</p> <ul style="list-style-type: none"> • processing requests for criminal records checks • deciding whether it is appropriate for a person to be placed on or removed from a barred list • placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland
Duty children's social worker	<p>Professional from the Children's Social Care team that receives and responds to all child concern referrals – in office hours.</p>
Emergency duty team (EDT)	<p>A social work team providing an out of hours social care service for Trafford.</p>

Emergency Protection Order	A court order under Section 44 of the Children Act 1989 giving Children's Social Care and the Police the power to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).
Enquiry checks	Checks made of agencies involved with a child for Section 47 child protection investigation purposes.
Impairment of health and development	Where professionals are seeking to judge whether a child's health and development have been significantly harmed, the Children Act 1989 (s31 (10)) directs them to make a comparison with the health and development which could reasonably be expected of a similar child.
Integrated Children's System (ICS)	Case management system for case recording within Children's Social Care. Introduced in 2008, this is a government sponsored system with national criteria for local software providers to adhere to. It ensures that there is consistency of practice across all social work teams, improves transparency and accountability.
Local Safeguarding Children Board (LSCB)	Local Safeguarding Children's Boards (LSCBs) are a statutory bodies established in each local authority area under Section 14 of the Children Act 2004. The purpose of LSCBs is: a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and b) to ensure the effectiveness of what is done by each such person or body for those purposes.
MARAT	Multi Agency Referral and Assessment Team
Nominated safeguarding children adviser	The person/people in each agency who has/have responsibility for child protection issues in that agency and provide child protection advice to frontline professionals / clinicians, e.g. child protection lead in schools, designated and named doctors and nurses etc.
Parent	Parent or carer of a child.
Parental Responsibility	All the duties, rights, powers, responsibilities and authority which by law a parent of a child has in relation to the child and their property. A Care Order confers the responsibility to a local authority but it does not remove it from the child's parents.
Police Powers of Protection (Section 46) (PPO)	Section 46 of the Children Act 1989 giving the police powers to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).
Private Fostering	An arrangement made directly by a parent for their child to be looked after for 28 days or more by an adult who does not have parental responsibility for the child and is not a close relative/step parent.
Referral	A request for services to be provided by a local authority. A case can become current only after a referral has been made.
Regulated Activity with Children	The Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) defined Regulated Activity with Children as: a) Unsupervised activities - Teaching, training or instruction, care for or supervise children, provide advice / guidance on wellbeing, drive a vehicle only for children b) Work for a Limited Range of Establishments (Specified places) –

	Where there is an opportunity for contact, for example schools, children's homes, childcare premises (but not work by supervised volunteers) c) Healthcare / Relevant Personal Care - for example washing or dressing; or health care by or supervised by a professional, even if done once d) Registered Child-minding and Foster-Carers
Risk to child	Description of an adult or child who has been identified (by probation services / Youth Justice Service, Police or health services, individually or via the Multi-Agency Public Protection Arrangements) as posing an on-going risk to a child (replaces the term Schedule 1 Offender).
SARF	Single Agency Assessment Form
Safeguarding and promoting the welfare of children	Defined for the purposes of this guidance as: <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best life chances. <p><i>(Definition provided by Working Together 2015)</i></p>
Section 17	Section 17 of the Children's Act 1989 imposes on every local authority a duty to safeguard and promote the welfare of children in the area who are in need.
Section 47 Enquiry	Section 47 of the Children Act requires every local authority to make enquiries about children thought to be at risk, enabling them to decide whether they need to take further action to safeguard and promote the child's welfare.
Senior Manager	Manager in any agency above first line manager.
Serious Case Review	SCRs are undertaken when: <p>(a) abuse or neglect of a child is known or suspected; and</p> <p>(b) either —</p> <p>(i) the child has died; or</p> <p>(ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child.</p>
Social Worker or Child's Social Worker	Social work qualified professional with case responsibility.
Staff / staff member	Any individual/s working in a voluntary, employed, professional or unqualified capacity, including foster carers and approved adopters.
Working Together	Working Together to Safeguard Children (2015) is a guidance document produced by the DFE setting out how all agencies and professionals should work together to safeguard children and promote children's welfare.

Appendix 8

Appendix 8a

Instructions for Recording an incident or concern on CPOMS

CPOMS

Instructions for Recording an incident or concern on CPOMS (non -Key holders)

The process for using CPOMS is detailed below: (the red sections only need to be done the first time you log in)

1. Log in to CPOMS (<https://stantonys.cpoms.net>) A shortcut can be found on the school homepage.
2. Click reset password
3. Check emails and re log in – change your password.
4. Click on 'Add incident'
5. A list of students will appear – click on the correct student
6. Begin writing up the incident.
7. Choose a category that best describes the nature of the incident you are recording.
8. If you are reporting an incident that concerns other children in school please add them in the linked students bar. (This may be siblings, friends or other children involved in an incident in school).
9. Choose which staff to alert – ALWAYS the Designated Child Protection Lead (Mr Speake)
10. Add incident (save)

Additional notes –

You can check when your incident has been viewed and may notice that when it comes back to you, categories and agencies may well have been clicked. This information is on your 'Dashboard page'. You will also be able to see other people's incident reports on occasion.

Please remember that this information is both sensitive and confidential, please do not discuss anything with other staff members or leave the page open in view at school or public places. Any queries, please ask any of the designated Child Protection Co-ordinators

CPOMS is completely secure – you may use full names when making reports. You can also access CPOMS from any internet connection.

You should also use CPOMS to record bullying concerns and may also log conversations with parents on CPOMS if you feel that they are relevant to the inclusion team – parent lost job, benefits stopped, parents separated for example.

Instructions for Recording an incident or concern on CPOMS (Key holders)

1. Log in to CPOMS (<https://stantonys.cpoms.net>) A shortcut can be found on the school homepage.
2. Click **reset password**
3. **Check emails and re log in – change your password** and hold down the button on your meritec key – a code will appear before you are able to access the system.
4. Type the student's name in the search box and click on the magnifying glass to search.
5. A list of students will appear, each with a + sign next to it, make sure you have the correct student and click on the + sign (the + sign is in a green circle).
6. Begin writing up the incident.
7. Choose a category that best describes the nature of the incident you are recording.
8. If you are reporting an incident that concerns other children in school please add them in the linked students bar. (This may be siblings, friends or other children involved in an incident in school).
9. Choose which staff to alert – ALWAYS the Designated Child Protection Lead (Mr Speake)
10. Add incident (save)
11. If you have an action to add (you may have spoken to parent at home time about the disclosure, you may have logged something in SIMs, discussed with colleague etc.) you can then add this by clicking 'add action' below the incident you have added – this is shown on your dashboard. Again, alert Child Protection leads as appropriate.

Appendix 9

ST ANTONY'S CATHOLIC COLLEGE
CHILD PROTECTION CONCERN REFERRAL FORM

Upon completion please email or return to either Mr Speake or Mrs Kelly.

PUPIL NAME:
FORM:
MEMBER OF STAFF REFERRING:
DATE OF REFERRAL:
CONCERN: Please give as much information as possible. Continue on separate sheet if necessary.
Outcome - to be completed by KWS or PK

Appendix 10

Body Map

Name of Student:

Date marks noticed:

Recorded by:

Role:

(Please record the size, shape, location and colour of the mark **if** you have seen something). **Do not** ask a young person to show you a mark.

Report passed to:

Signed:

Date:

PLEASE NOTE THAT THIS IS NOT A MEDICAL ASSESSMENT

Please indicate: this is a **front** or **back** view

Left

Right

