

Date of last review: September 2021

Date for next review: November 2022

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Safeguarding and Child Protection Policy

Mission Statement:

“Let the light and splendour of Christ shine from within us all.”

Authors

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Foreword by Mrs F. Wright, Headteacher

St. Antony's is a Roman Catholic 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.

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

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 and a 'culture of vigilance' to ensure that signs and symptoms of abuse are picked up, thus the opportunity for those wishing to cause harm to children is drastically reduced. When concerned about the welfare of a child, all staff must act in the best interests of the child.

Purpose and principles

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

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2019, and any other relevant UK legislation and government guidance.
- applies at all times when the school is providing services or activities directly under the management of the St Antony's Roman Catholic School staff.
- is publically available on the schools website, and a printed copy can be made available via the school office.

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

- Anti-Bullying Policy
- Behaviour for learning Policy
- Staff Code of Conduct
- Online Safety Policy
- Whistle blowing Policy
- Children missing from Education Policy

Key information

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

Mrs P. Brown	Chair of Governing Body Contact Telephone: Contact Email:
Mrs P. Brown	Nominated Governor for Safeguarding Contact Telephone: Contact Email:
Mrs F. Wright	Headteacher Contact Telephone: 0161-911-8001 Contact Email: Head@st-antonys.com
Mr K. Speake	Designated Safeguarding Lead Contact Telephone: 0161-911-8001 Contact Email: k.speake@st-antonys.com
Mrs P. Kelly & Mrs N. Harris	Deputy Designated Safeguarding Lead Contact Telephone: 0161-911-8001 Contact Email: p.kelly@st-antonys.com / n.harris@st-antonys.com

All adults working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team. This person has the appropriate status and authority within the school to carry out the duties of the post.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at Child Protection Conferences and any other relevant meetings (including the submission of written reports for conferences) to ensure information between agencies is shared effectively and a proportionate and service response that will prompt sustainable change to address the needs of the child and/or family is in place, and that their school works to their commitment in any plans, team around the family or assessment. These meeting include:

- Team around the Family Meetings (Early Help)
- Social Care Strategy Meetings
- Child in Need Meetings
- Initial Child Protection Conferences
- Review Child Protection Conferences

When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue, or

whether a single agency response would be more appropriate and proportionate (Early Help – Level 2 of the Level of Need).

Arrangements are in place to ensure that at least one of the DSL trained persons in school is available when children are taking part in school led activity, this includes before and after school clubs and other extra-curricular activities. In the unlikely event that the DSL or Deputy DSL are not available for contact, all members of the Senior Leadership Team are appropriately trained to deal with any urgent issue that arises.

If a child is in immediate danger or is at risk of harm, a referral will be made to Trafford Council's Trafford First Response (children's social care) and/or the police immediately. Anyone can make a referral. Contact details for Trafford First Response can be found in Appendix 4.

All verbal conversations that take place regarding safeguarding concerns will promptly be recorded in writing. This is stored securely online within the School's CPOMS system.

St Antony's Roman Catholic School will keep and maintain up to date information on children on the school roll, including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant 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.

Records of child protection concerns can be made using 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. Electronic child protection records are only accessible by designated senior members of staff and the safeguarding team (via CPOMS).

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. This is in accordance with the 'Children Missing From Home and Education' Policy.

Covid 19 Pandemic

The effects of the Covid 19 pandemic have had far reaching consequences, especially on the way that schools function. In light of the way our setting has operated throughout the national lockdown and afterwards, an addendum to our Safeguarding and Child Protection Policy has been applied and will continue to be in place until such time as we return to business as usual. The addendum to the policy was written with regard for the UK Governments 'guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) outbreak', and can be found in appendix 9 in this document.

Creating a Safeguarding Culture

It is important to us at St Antony's Roman Catholic School that all children feel safe and supported in our setting.

Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in the school to best protect our students.

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



The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse can be found in Appendix 3. Staff are also made aware of other key safeguarding topics that, these are:

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

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

Additional to the above, St Antony's Roman Catholic School recognises the significant impact domestic abuse can have on children and young people, therefore we have signed up to Operation Encompass.

Operation Encompass is a system which facilitates the sharing of information relating to domestic incidents where children live or frequent. The process for sharing information through Operation Encompass can be found in Appendix 1.

Child Sexual Exploitation (CSE) is also a key safeguarding topic, which all staff are aware of and report their concerns regarding CSE via the schools normal reporting channels. The definition of child sexual exploitation can be found in the glossary. Signs and symptoms of child sexual exploitation can be found in Appendix 5.

Staff are directed to the NSPCC's website for guidance on signs and symptoms of **Female Genital Mutilation (FGM)** - <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs->

[symptomsand-effects/](#). The school recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

If a member of staff becomes aware of a private fostering arrangement they will notify the DSL or their deputy as soon as possible, the DSL / Deputy DSL will then fulfil their mandatory reporting duty to all instances of Private Fostering to the local authority. Private Fostering is defined in the glossary.

All cases of known or suspected **'Honour-based' violence** will be reported via the schools normal channels and the appropriate professional advice sought and external referrals completed.

Incidents of **peer-on-peer abuse** may need to be dealt with in various ways, incidents of bullying will be dealt with via the schools Behaviour for learning policy. Incidents which take place outside of school may need to be addressed in school, however the school are clear that where professional advice needs to be sought, it will be. The schools DSL / Deputy DSL will consult Trafford First Response on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.

In respect of **sexual violence and sexual harassment between children**, the schools take a proactive approach to prevent such incidents from taking place. We incorporate healthy relationships, people who help us, British values etc. in to our curriculum time in an age appropriate way for the year groups in school. Also from September 2020 we have included Sex and relationship Education in the school timetable, in line with DfE guidance and the national curriculum.

Students are encouraged to report all incidents of sexual violence and harassment that may take place inside or outside of school. The school's disclosure procedures are detailed in the, "Dealing with disclosures" section contained within this policy below. From April 2021 students are also able to further report any incidents of abuse via a dedicated NSPCC helpline and email address whose purpose is to provide appropriate support and advice to victims of abuse and harassment, and concerned adults, including onward action such as contacting the police if they wish to.

Young people and adults can contact the NSPCC helpline, Report Abuse in Education on [0800 136 663](tel:0800136663) or email help@nspcc.org.uk

When incidents of **sexual violence and sexual harassment** occur the schools response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the leading role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required to put a proportionate and supportive package of care in place.

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

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

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentiality.

Dealing with Disclosures

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”. Staff should always adhere to the following guidelines.

- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children’s social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- Recognising a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary using the schools online CPOMS system. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools is aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;
- Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child.
- If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible.

Action following a report

The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school’s initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- The nature of the alleged incident(s), including: whether a crime may have been committed;
- The ages of the chil / children involved;
- The developmental stages of the chil / children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a SEN or disability?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school or college staff; and

- Other related issues and wider context.

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 and record them on the CPOMS system as soon as possible. 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 / Deputy DSL.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL / Deputy DSL will make contact with the parent in the event of a concern, suspicion 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 Early Help

Early Help is an approach, rather than a discrete service offer, which involves all partners sharing responsibility for intervening as early as possible to help those children, young people and their families at risk of experiencing poor outcomes.

The emphasis is on preventing poor outcomes and promoting, positive, productive, healthy and fulfilling lifestyles. It refers to both help in the early years of a child or young person's life, including ante-natal interventions, and help in the early emergence of a problem at any stage in a child's life.

The Local authority adopts commissioned services which can help to support young people before circumstances in the young person's life may escalate. Any member of staff may make a referral to Trafford's Early Help panel using an up to date SARF if they have concerns over a young person's general wellbeing. The Trafford threshold for Early help is contained in [Appendix 9](#).

Referral to children's social care

The DSL / Deputy 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.

Looked after children (CLA)

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 DSL 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.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

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

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

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

St Antony's Roman Catholic School does this through its fortnightly designated PSHE lesson and PSHE days as well as through our form time Wellbeing program that is planned to be both age appropriate and robust in preparing students to keep safe in the wider world.

Children Missing from Education

Instances of children who are missing from education are dealt with under the schools children missing from education policy where we have adopted Trafford's model policy, which sets out the schools approach to tackling this issue, and the steps school will take when a child has poor attendance and/or are regularly missing.

To assist with the above, and other incidents, parents should ensure that the school has at least two up to date emergency contacts for their child/children. This is to ensure school have other means of contacting a key adult.

Prevent Duty

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

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

The school understands that children with special educational needs and disabilities can face additional safeguarding challenges, and staff are to constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties aren't straight away related to the special educational need or disability, and that staff are considering the risk of abuse or neglect just as much.

Staff learning and development

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

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

- Information sharing: Advice for practitioners who are providing safeguarding services
- Part one and Annex A of 'Keeping children safe in education 2020'
- School Behaviour for Learning Policy
- School Guidance for Children Missing from Education.

<https://www.gov.uk/government/publications/children-missing-education>

- Staff Code of Conduct
- This Safeguarding & Child Protection Policy
- 'What to do if you're worried a child is being abused' guidance

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

- Designated Safeguarding Lead – Mr K. Speake, Mrs P. Kelly and Ms N. Harris
- Mental Health Champion – Ms N. Harris
- Domestic Abuse Champion – Mrs C. Galbraith.
- Designated Teacher for Looked After Children – Mr K. Speake

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

- TSSP Termly Safeguarding in Education Bulletins
- TSSP Multi-Agency Learning and Development Programme
- Leaflets
- Mentoring
- Online learning
- Posters in the staff room detailing referral processes and key topics
- Shadowing
- Staff handbook
- Staff induction pack
- Standing agenda item staff meetings
- Training and E-learning courses
- Video
- Workbooks
- NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors

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

Safeguarding is always re-visited at least on an annual basis in staff performance management sessions, to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.

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

St Antony's Roman Catholic School has a strong working partnership with Trafford Strategic Safeguarding Board, which assists us in making sure that all of our learning and development activity is in line with statutory guidance, and other local guidance.

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

Safer Recruitment

Senior managers and the governing body ensure that stringent recruitment and vetting procedures are in place for staff and other adults, and that nobody commences work unless all necessary checks are complete to a satisfactory level. The same rigour is applied when appointing volunteers as set out in Keeping Children Safe in Education 2020.

Checks undertaken include:

- | | | |
|---|--------------------------|--|
| • Enhanced Criminal Records Bureau Check | <input type="checkbox"/> | Barred List Check (if working regulated activity) |
| • Two professional references | <input type="checkbox"/> | Overseas police checks (if appropriate) |
| • Identity confirmation | <input type="checkbox"/> | Confirmation of right to work in the UK |
| • Qualification check | <input type="checkbox"/> | Confirmation of professional registration (if appropriate) |
| • Staff suitability declaration (if appropriate) employed as a teacher) | <input type="checkbox"/> | Prohibition from teaching check (only if |
| • Establish confirmation of physical and mental fitness for the role | | |

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

Many of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position working in the school (paid or unpaid) will be trained in safer recruitment.

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

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

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

References will always be sought before confirming a person's appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

Managing allegations against professionals who work with children

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

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

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

All staff are reminded of the schools Whistleblowing Policy, which may be found on the Staff only server.

Safeguarding or child protection allegations about members of staff at St Antony's Roman Catholic School must be reported immediately to the headteacher, or in their absence the deputy headteacher.

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

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

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

Glossary

A Child	A person who has not yet reached their 18 th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members

	<p>regardless of gender or sexuality. The abuse can encompass, but is not limited to:</p> <ul style="list-style-type: none"> • psychological • physical • sexual • financial • emotional
Early Help	<p>Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.</p>
Emotional Abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
Female Genital Mutilation (FGM)	<p>Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.</p>
Gangs & Youth Violence	<p>Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>

Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> • disability • race • religion • transgender identity • sexual orientation.
Honour-based violence	<p>Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.</p>
Neglect	<p>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Peer on Peer Abuse	<p>Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.</p>
Physical Abuse	<p>A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>
Private Fostering	<p>A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)</p>
Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>
Relationship Abuse	<p>Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might</p>

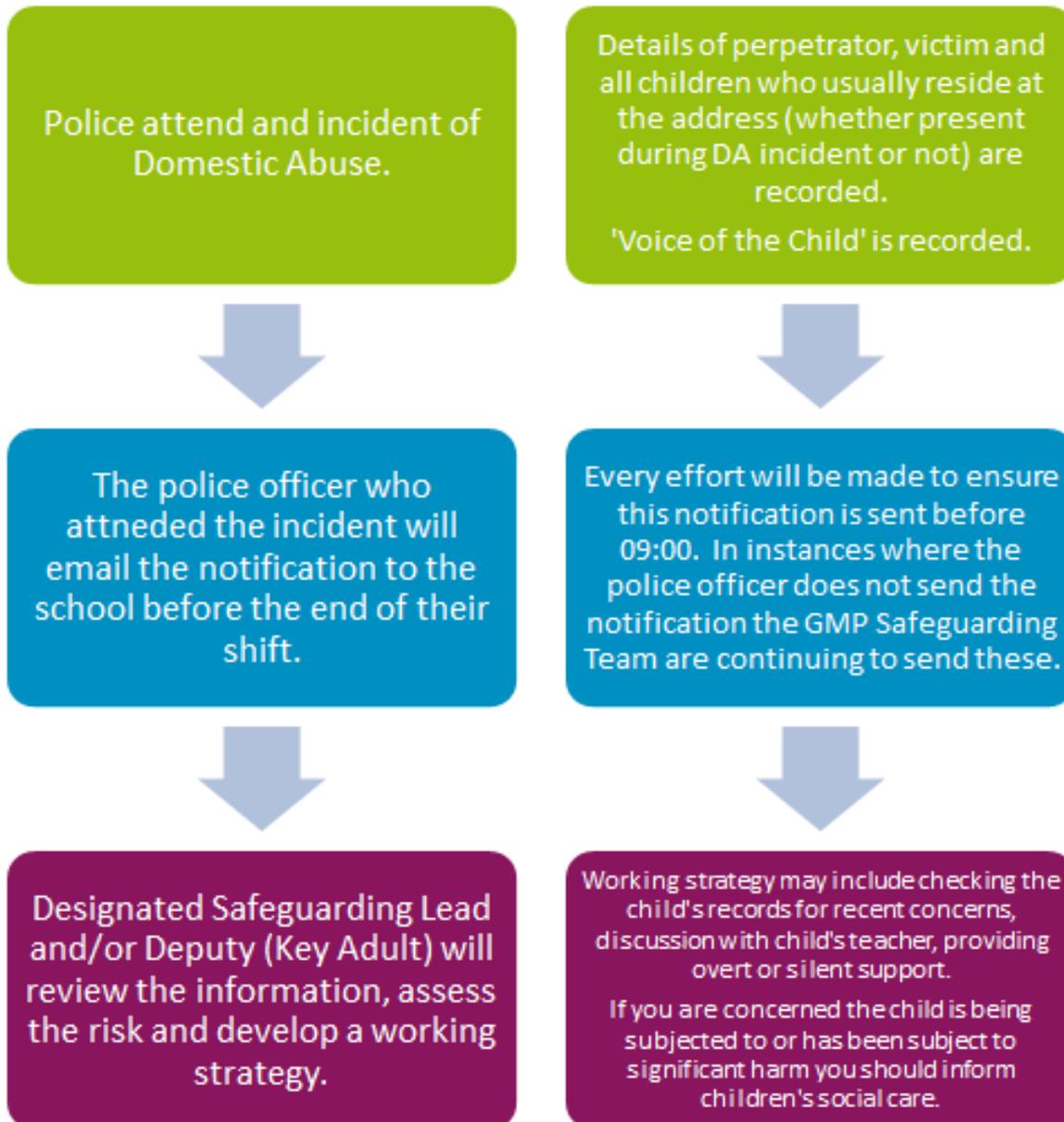
	include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children’s health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
Sexting	<p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children</p>
Sexual harassment between children	<p>When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone.</p>
Sexual violence between children	<p>When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹.</p> <p>Sexual violence offences include: rape, assault by penetration and sexual assault.</p>
Trafficking	<p>Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation,</p>

¹ [Legislation.gov](http://legislation.gov)

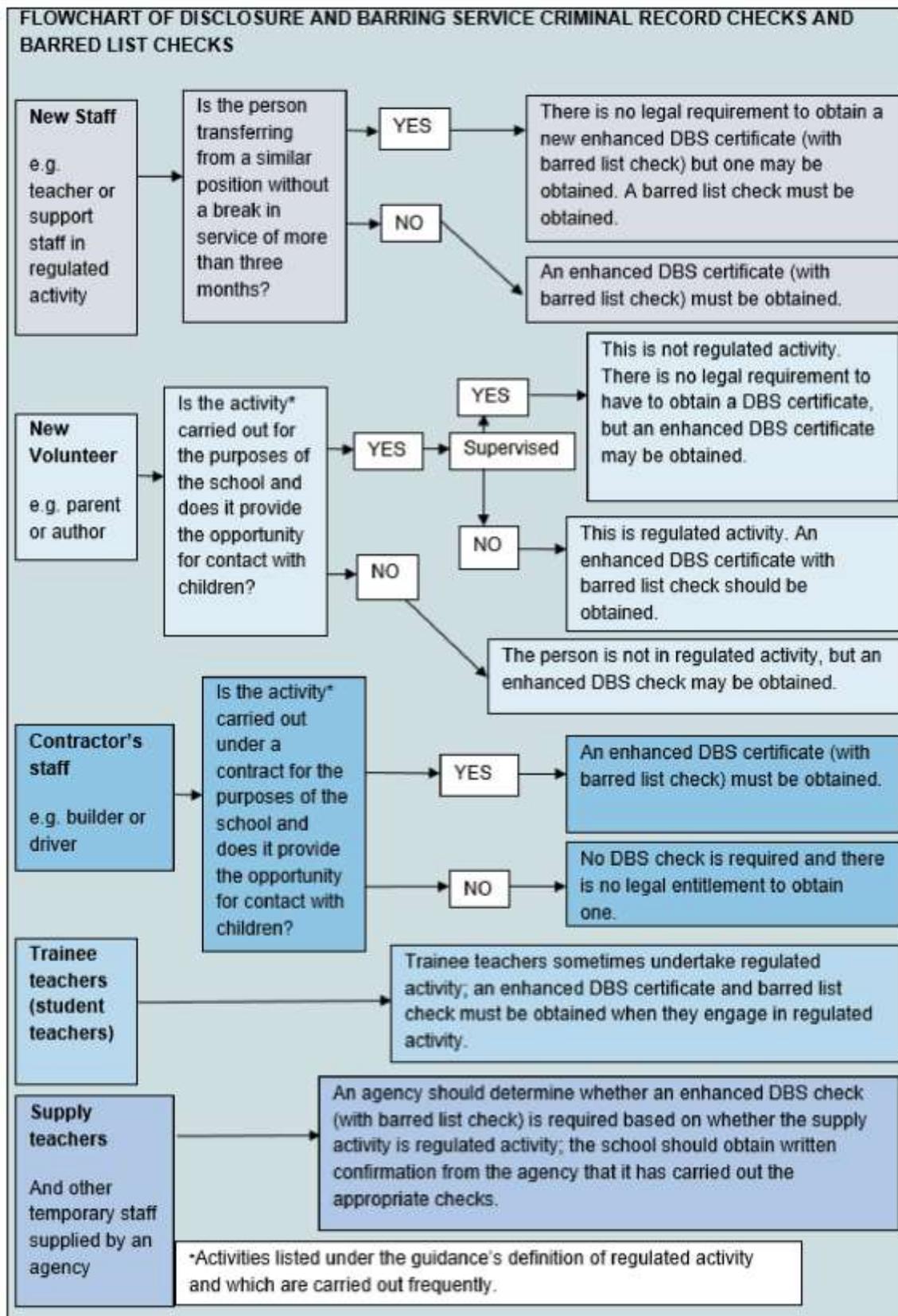
	forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.
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Operation Encompass Process



Appendix 2 DfE flowchart on DBS checks and barred list checks



Taken from DfE statutory guidance Keeping children safe in education, September 2018

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Appendix 4 – Contact details

<p>Trafford Children's First Response 0161 912 5125 FirstResponse@trafford.gov.uk</p>	<p>Local Authority Designated Officer (LADO) 0161 912 5125 FirstResponse@trafford.gov.uk</p>
<p>Trafford Strategic Safeguarding Partnership 0161 912 8687 TSSP@trafford.gov.uk</p>	<p><u>Police</u> Non-emergency – 101 Emergency - 999</p>
<p>Social Care Out of Hours Emergency Duty Team 0161 912 2020</p>	
<p>NW Counter-Terrorism Unit Channel Team 0161 856 6362 channel.project@gmp.police.uk</p>	

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_293_9_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Appendix 7 Staff Safeguarding Checklist



Staff Safeguarding
Checklist v2.docx

Appendix 8 – CPOMS referral procedure

Appendix 8

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 the category "Welfare concern".
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.

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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 the "Welfare concern" category.
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

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

COVID-19 Appendix to TSSP

Introduction

COVID-19 (commonly known as Coronavirus) has presented a huge challenge nationally to the normal running of education and child care provision. On 20th May 2020 the Government updated their guidance 'Coronavirus (COVID-19): safeguarding in schools, colleges and other providers' which included an announcement that schools are expected to welcome back more students and this policy addendum is written to reflect the government guidance.

Education and child care settings are still expected to remain open to those children who are identified as vulnerable and their needs cannot be catered for at home, or they need to attend the education/child care setting as it is a safe place, irrespective of what year group they are in.

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

Status of this document

This is an appendix to the main body of our Safeguarding and Child Protection Policy and will be effective from September 2020 until the setting returns to business as usual, following the COVID-19 pandemic.

It has been formally agreed and signed off by Mrs F Wright Headteacher.

Queries about the contents of this document should be directed to:

Name: Mrs F Wright

Job Title: Headteacher

Email: f.wright@st-antonys.com

Telephone: 0161 911 8001

All staff and volunteers working in school or those working remotely will be provided with a copy of this addendum via staff handbook

Designated Safeguarding Lead (DSL) arrangements

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

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

1. A trained DSL or deputy from the setting will be available to be contacted via phone or online video i.e. Zoom / Microsoft teams, if they are working off site (Vulnerable children include those who have a social worker, those children and young people up to the age of 25 with education, health and care (EHC) plan, and children who the setting have otherwise identified as vulnerable.)
2. Sharing trained DSLs or deputies with St Antony's Roman Catholic School until our own trained DSL can return to work or be available.

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

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

Contacting Trafford Children's First Response

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

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

Contacting the Local Authority Designated Officer (LADO)

In the instance a referral to the LADO is necessary this will be actioned by the Mr Kevin Speake DSL within one working day of the allegation coming to light. Should they not be available then Ms N Harris Deputy DSL will make the referral.

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

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

If it is decided that a LADO Meeting is necessary the setting will take part in this via Microsoft Teams which is the software being used by the LADO.

Attendance of Vulnerable Children

The attendance information for vulnerable children will be reported to the local authority on a daily basis. The method for doing this is through truancy call via Mrs P Kelly, St Antony's Roman Catholic School's Education Welfare Officer.

Vulnerable children may not be attending school for other reasons including self-isolation, social-distancing or for another reason, these will be monitored by the setting and contact with the child and their family will be maintained via daily) phone calls. When phone calls are not answered and contact cannot be established with a family, the setting will take the following measures:

- The Vulnerable Children's Daily Log Attendance sheet will be completed and sent to Trafford Children's First Response by email.

Children of concern who do not meet the 'vulnerable' definition

The setting also has students about whom there are concerns, however they do not have a social worker or an Education, Health and Care (EHC) Plan so do not meet the criteria of a 'vulnerable' child. With these children the setting still feels that contact should be maintained to ensure safety and welfare can be monitored as best as practically possible. Form Tutor phone calls home have been made home.

All other Children

The setting continued to take their normal attendance register from 1st June 2020 in line with government requirements however the logistics of children attending school has to be carefully managed. We have restructured the groupings of the Key Worker and the Vulnerable children. KG1 is comprised of students who are with us full time. The other groups take into account days required and other needs. Students must remain in their groupings. They will be informed of this.

Remote education remains the predominant mode of education for all years including Year 10.

There are groups 1a and 1b and groups 2a, b and C. 2c contains students with SEND needs.

1a and 2a will be based in CR1, 1b and 2b in CR2 and 1c and 2c in CR3. They will remain in these 'bubbles' for the whole day. They will not mix with students outside of their 'bubble'.

For those students/learners who are not physically attending the setting we still have a duty to keep them safe, including online. The following measures have been implemented to ensure that contact with children is maintained and setting staff can maintain oversight of their welfare as best as practically possible.

- Daily/weekly/fortnightly email to form tutor
- Zoom meetings with class to complete group work
- Weekly/fortnightly phone calls with class teacher/form tutor/key person

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

Staff Training

When the setting is open it will be staffed appropriately and all staff will satisfy the training requirements of 'Keeping children safe in education, September 2020', in that they will have had copies of the following policies and had them explained to them how they operate in the setting:

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

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

- Staff meetings (virtually at the moment)
- Staff Bulletin
- Staff information board in staff room updated termly.

- Headteacher youtube videos on school website
- Newsletters
- TSSP Safeguarding in Education Newsletter

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

Allegations against Adults working with Children

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

It is made clear to staff in training, induction and in our Whistleblowing Policy that they should not consult or speak of the concern/allegation with other parties, without the expressed permission of the DSL so as not to damage the integrity of any potential investigation, nor tarnish the reputation of colleagues prior to any due process.

