Aspire~Believe~Achieve

St Antony's
Roman Catholic School
ASPIRE + BELIEVE + ACHIEVE

Safeguarding and Child Protection Policy

Mission Statement:

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

Authors

Name	Designation
Jake Ashall	Training Coordinator, Trafford Strategic Safeguarding Board
Kevin Speake	Assistant Headteacher, St Antony's Catholic School – DSL.

Contents

Foreword by Mr. A. Campbell, 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 2022, 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.

- reflects Trafford Strategic safeguarding partnership multi-agency safeguarding arrangements.

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:

- Child on Child Abuse Policy
- Behaviour for Learning Policy
- Staff Code of Conduct
- Online Safety Policy
- Whistle blowing Policy
- Children Missing from Education Policy

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

Mrs P. Brown	Chair of Governing Body Contact Telephone: 0161-911-8001 Contact Email: Head@st-antonys.com
Mrs C. Marchmont	Nominated Governor for Safeguarding Contact Telephone: 0161-911-8001 Contact Email: Head@st-antonys.com
Mr A Campbell	Headteacher Contact Telephone: 0161-911-8001 Contact Email: Head@st-antonys.com
Mr K. Speake	Designated Safeguarding Lead and Senior Mental Health Lead Contact Telephone: 0161-911-8001 / 07752720570 (8.30-3.30 School time only) Contact Email: k.speake@st-antonys.com
Mrs N. Harris	Deputy Designated Safeguarding Lead and Mental Health Lead Contact Telephone: 0161-911-8001 / 07752720570 Contact Email: n.harris@st-antonys.com
Mr J Haughton	Deputy Designated Safeguarding Lead and Inclusion Lead Contact Telephone: 0161-911-8001 / 07934720610 Contact Email: j.haughton@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 meetings include:

- Team around the Family Meetings / TTT (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 contact will be made with the police via 999, a referral will be made to Trafford Council's Trafford First Response (children's social care) and/or the police immediately if a child is identified as a Child in Need or at risk of being subjected to significant harm. Anyone can make a referral. Contact details for Trafford First Response can be found in Appendix 4.

Whilst any professional can make a referral to children's social care, in school we expect all staff where practically possible to always discuss their concerns with the Designated Safeguarding Lead first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency they are expected to feedback to the designated safeguarding lead as soon as practically possible thereafter. All relevant contact details for children's social care are shared with staff via our staff safeguarding notice board, in their induction and in Appendix 4 of this policy.

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 where staff training is completed annually and log ins checked regularly.

Where there is a safeguarding concern the school ensures the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

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 <u>separate</u> from student records until the child's 25th birthday. Child protection 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 12a/b).

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.

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:

Emotional Abuse → Neglect → Physical Abuse → Sexual Abuse

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, these are:

Bullying & Cyberbullying	Child Sexual Exploitation	Children with SEN and/or disabilities	Criminal Exploitation *'County Lines'*	Contextual	Domestic Abuse	Early Help
Female Gential Mutilation	Gangs & Youth Violence	Image sharing "sexting"	Hate	Mental Health	Child on Child Abuse	Preventing Radicalisation & Extremism
Private Fostering	Relationship Abuse	Serious Violence	So-called 'honour' -based abuse	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 and on the TSSP website.

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.

Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - NSPCC website. The school recognises and adheres to its mandatory duty[1] to report any suspected or known cases of FGM about any female to the police.

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

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.

As a staff body we are aware that children might not be ready or know how to tell someone about abuse they've experienced. In some cases the child/children may not recognise their experiences as harmful. They may be embarrassed, humiliated or threatened not to tell anyone about their abuse. Their vulneralbility, disability, sexual orientation or any language barriers could also be reasons why they don't tell someone about their experiences. Staff at St Antony's Roman Catholic School, will not allow these types of barriers to stop them from being professionally curious and sharing any concerns they have about a child/children with the Designated safeguarding Lead (DSL) or any other appropriate service which may be deemed necessary.

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.

All staff recognise that children are capable of abusing their peers (including online). Incidents **of 'Child on Child abuse'** may need to be dealt with in various ways, incidents of bullying will be dealt with via the schools 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, and with the consideration that a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children. Also from September 2020 we have included Sex and relationship Education in the school timetable, in line with DfE guidance and the national curriculum.

Guidance now highlights that pupils who are lesbian, gay, bisexual, transgender or questioning (LGBTQ+), or perceived to be, may be at greater risk of harm. Being LGBTQ+ in itself doesn't put them at greater risk, but they may be targeted by their peers, or might not have a trusted adult they can talk to. Therefore, as school staff, we can help to create a safe space for pupils to speak out or share their concerns.

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 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, confidentially and recorded on the schools CPOMS system.

<u>Dealing with Disclosures</u>

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.

<u>Action following a report</u>

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 child/ children involved;

• The developmental stages of the child/ 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 (Details on how to use this system are contained in appendix 8). 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 Team Together using an up to date SARF if they have concerns over a young person's general wellbeing. The Trafford threshhold 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 (LAC)

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 designated PSHE lessons 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 through performance management. Managers ensure that staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site. Staff working at our school maintain an attitude of 'it could happen here' where safeguarding is concerned, and when concerned about the welfare of a child, staff always act in the best interests of the child.

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 2022'
- 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

- The role of the designated safeguard lead

- Trafford's Early Help process and the Trafford Team Together

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

- Designated Safeguarding Lead – Mr K. Speake, Mr J Haughton and Ms N. Harris
- Mental Health Champion – Ms N. Harris
- Domestic Abuse Champion – Ms N. Harris.
- Designated Teacher for Looked After Children – Mr J Haughton / 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 Multi-Agency Learning and Development Programme
- TSSP Bulletin
- TSSP Termly Safeguarding in Education Bulletins
- 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 staff should know what to do if a child tells them he/she/they are being abused, exploited or neglected including child on child abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be aware that children can abuse other children (often referred to as child opn child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy).

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 2022.

Checks undertaken include:

Enhanced Criminal Records Bureau Check	Barred List Check (if working regulated activity before DBS certificate is available)
Two professional references	Establish confirmation of physical and mental fitness for the role
Identity confirmation	Confirmation of right to work in the UK
Qualification check	Confirmation of professional registration (if appropriate)
Staff suitability declaration (if appropriate)	Prohibition from teaching check (only if employed as a teacher)
Overseas police checks (if appropriate) follow the right government guidance following the UK's exit from the European Union Government website	(independent schools only – management position) Section 128 direction check
Childcare Disqualification Regulations check (schools and colleges providing childcare, reception classes of in wraparound care for children up to the age of 8 – only)	Prohibition from teaching check (colleges only - if employed as a teacher)

A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the 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.

<u>Managing allegations against professionals who work with children</u>

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.

The NSPCC whistleblowing details are at Appendix 4.

Allegations regarding members of staff at the school must be reported immediately to the headteacher, or in their absence the deputy headteacher. The designated safeguarding lead will talk through your concerns even though you may feel uncomfortable doing this in relation to a colleague. In addition if you feel you may be at risk of an allegation then self-report the issue as you may find yourself in a difficult situation.

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.

The setting will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

The Whistleblowing policy sets out the procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. Or where a teacher's employer, including an agency, dismisses or ceases to use the services of

a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

i.   engaged in relevant conduct in relation to children and/or adults,

ii.   satisfied the harm test in relation to children and/or vulnerable adults; or

iii.   been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. The DBS will consider whether to bar the person.

Where a school or sixth form college teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

8.   <u>Controlling access to school premises</u>

1. Schools can bar someone from the premises if they feel that their behaviour poses a risk to staff or pupils. It's enough for a member of staff or a pupil to feel threatened.

2. The school should tell an individual that they've been barred or they intend to bar them, in writing. Letters should usually be signed by the headteacher, though in some cases the local authority may wish to write instead. The individual must be allowed to present their side.

3. A school can either:

i.   bar them temporally, until the individual has had the opportunity to formally present their side; or

ii.   tell them they intend to bar them and invite them to present their side by a set deadline.

1. After the individual's side has been heard, the school can decide whether to continue with barring them. The decision will be reviewed within a reasonable time, decided by the school.

2. The Department for Education (DfE) does not get involved in individual cases.

3. We don't knowingly allow any person on to school grounds who:

i.   is a convicted sex offender, subject to the notification requirements of the Sexual Offences Act 2003; or

ii.   is subject to a Risk of Sexual Harm Order, Sexual Risk Order or Child Abduction Notice.

4. If you don't disclose relevant information relating to the above about yourself, and it later becomes known to us, we reserve the right to require that you leave the school site.

Glossary

Term	Meaning
A Child	A person who has not yet reached their 18th 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: • 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.
County Lines	County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: • Psychological • Physical

Term	Meaning
	• Sexual • Financial • Emotional When considering Domestic Abuse we also need to be aware that: - Children who witness domestic abuse are also victims - Witnessing domestic abuse can have a lasting impact on a child - Children can be victims, perpetrators, in their own relationships too
Early Help	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.
Emotional Abuse	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. 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.
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang. 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. 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).
Hate	Hostility or prejudice based on one of the following things: • Disability • Race • Religion • Transgender identity • Sexual orientation.

Term	Meaning
Honour-based violence	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. Examples include forced marriage, FGM, Assault, forced suicide, sexual harassment and sexual violence. TYhis also includes the threat of any act.
Image Sharing "sexting"	Sexting is when someone shares consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.[2] They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Mental Health	Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include: • Emotional state (fearful, withdrawn, low self-esteem) • Behaviour (aggressive or oppositional; habitual body rocking) • Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).
Modern Slavery	Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.
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: • 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.
Operation Encompass	Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website

---

[2] Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos
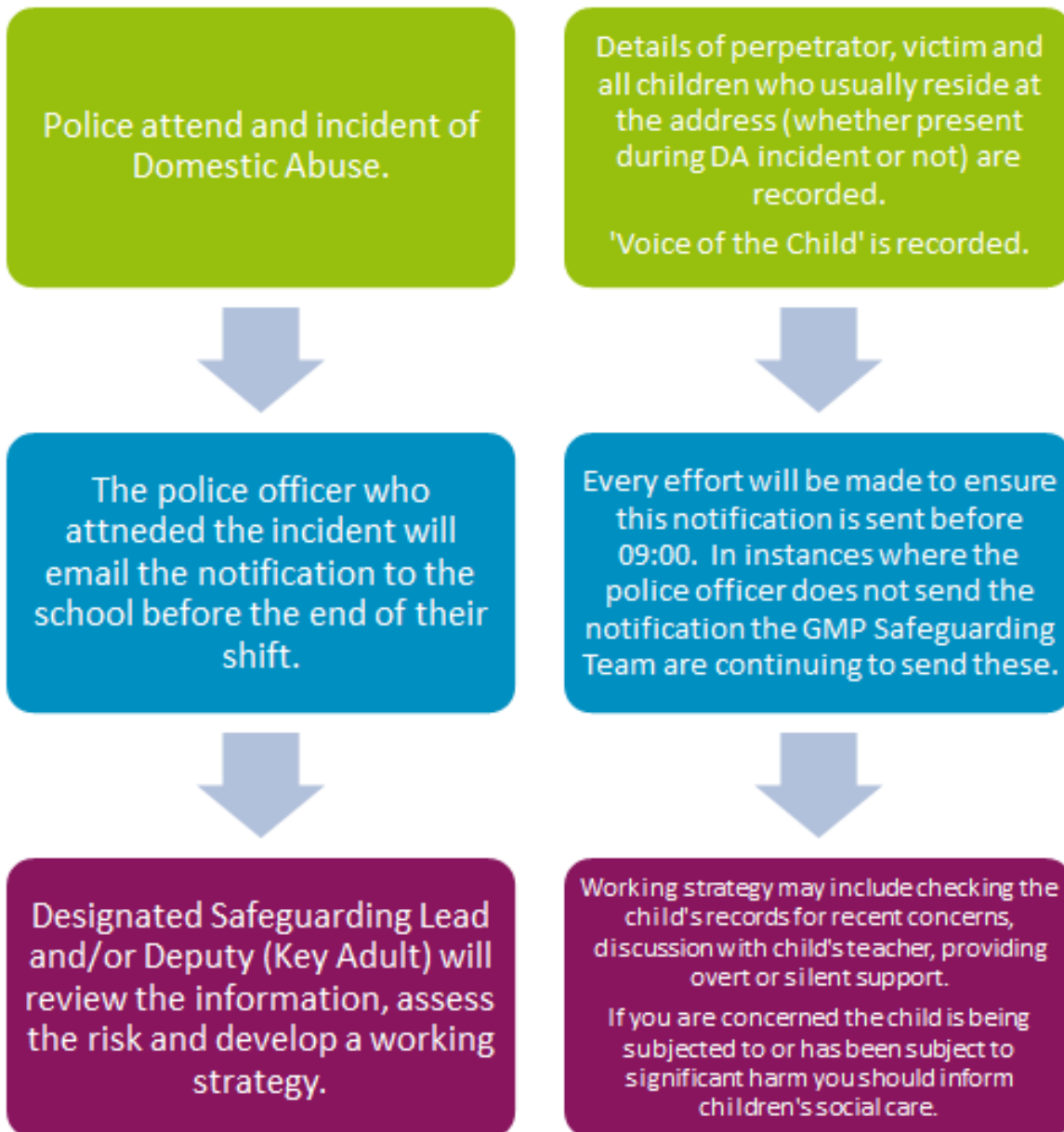
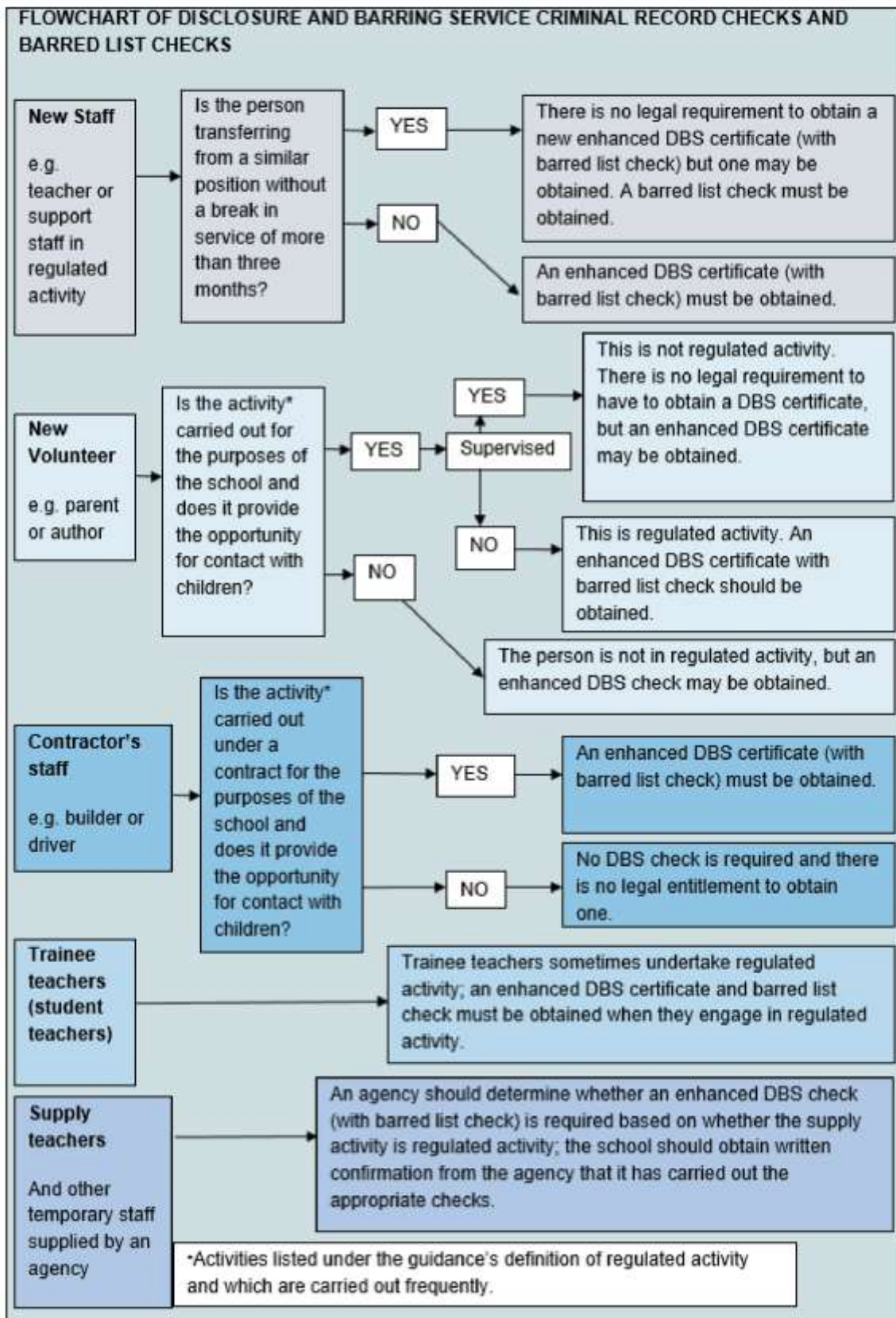| Term	Meaning
Child on Child Abuse	Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, biting, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. 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.
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	• 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.
Serious Violence	The word 'gang' means different things in different contexts, the government in their paper 'Safeguarding children and young people who may be affected by gang activity' distinguishes between peer groups, street gangs and organised criminal gangs. • **Peer group**

Term	Meaning
	A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context. • **Street gang** "Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity." • **Organised criminal gangs** "A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation." It's not illegal for a young person to be in a gang – there are different types of 'gang' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.
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 harassment between children	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.
Sexual violence between children	When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003[3]. Sexual violence offences include: rape, assault by penetration and sexual assault.
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

---

[3] Legislation.gov

Appendix 1   Operation Encompass Flowchart

Operation Encompass Process

Trafford Strategic Safeguarding Partnership

Police attend and incident of Domestic Abuse.

Details of perpetrator, victim and all children who usually reside at the address (whether present during DA incident or not) are recorded.

'Voice of the Child' is recorded.

The police officer who attneded the incident will email the notification to the school before the end of their shift.

Every effort will be made to ensure this notification is sent before 09:00. In instances where the police officer does not send the notification the GMP Safeguarding Team are continuing to send these.

Designated Safeguarding Lead and/or Deputy (Key Adult) will review the information, assess the risk and develop a working strategy.

Working strategy may include checking the child's records for recent concerns, discussion with child's teacher, providing overt or silent support.

If you are concerned the child is being subjected to or has been subject to significant harm you should inform children's social care.

FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS

New Staff

e.g. teacher or support staff in regulated activity

→ Is the person transferring from a similar position without a break in service of more than three months?

YES → There is no legal requirement to obtain a new enhanced DBS certificate (with barred list check) but one may be obtained. A barred list check must be obtained.

NO → An enhanced DBS certificate (with barred list check) must be obtained.

New Volunteer

e.g. parent or author

→ Is the activity* carried out for the purposes of the school and does it provide the opportunity for contact with children?

YES → Supervised

YES → This is not regulated activity. There is no legal requirement to have to obtain a DBS certificate, but an enhanced DBS certificate may be obtained.

NO → This is regulated activity. An enhanced DBS certificate with barred list check should be obtained.

NO → The person is not in regulated activity, but an enhanced DBS check may be obtained.

Contractor's staff

e.g. builder or driver

→ Is the activity* carried out under a contract for the purposes of the school and does it provide the opportunity for contact with children?

YES → An enhanced DBS certificate (with barred list check) must be obtained.

NO → No DBS check is required and there is no legal entitlement to obtain one.

Trainee teachers (student teachers)

→ Trainee teachers sometimes undertake regulated activity; an enhanced DBS certificate and barred list check must be obtained when they engage in regulated activity.

Supply teachers

And other temporary staff supplied by an agency

→ An agency should determine whether an enhanced DBS check (with barred list check) is required based on whether the supply activity is regulated activity; the school should obtain written confirmation from the agency that it has carried out the appropriate checks.

*Activities listed under the guidance's definition of regulated activity and which are carried out frequently.

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

Trafford Children's First Response 0161 912 5125 FirstResponse@trafford.gov.uk	Local Authority Designated Officer (LADO) Anita Hopkins 0161 912 5024 lado@trafford.gov.uk
Trafford Strategic Safeguarding Partnership 0161 911 8687 TSSP@trafford.gov.uk	Trafford Personal Advisor
Social Care Out of Hours Emergency Duty Team 0161 912 2020	Police Non-emergency – 101 Emergency - 999
NW Counter-Terrorism Unit Channel Team 0161 856 6362 channel.project@gmp.police.uk	NSPCC Whistleblowing Helpline NSPCC website

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_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Appendix 7   Staff Safeguarding Checklist

Staff safeguarding
checklist.docx

<u>Appendix 8 – CPOMS referral procedure</u>

Instructions for Recording an incident or concern on CPOMS

<u>CPOMS</u>

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 DSL Button (Mr K Speake / Ms N Harris and Mr J Haughton) plus the Child's Head of Year unless not appropriate to do so.
10. Add incident (save)

<u>Additional notes</u>

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 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 of need

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

Appendix 10 Trafford Children Social Care Protocol of Assessment

https://www.proceduresonline.com/trafford/cs/chapters/p_assessment.html

Appendix 11 Trafford Multi- Agency Safeguarding Arrangements

TSSB-multiagency-arrangements (traffordsafeguardingpartnership.org.uk)

Appendix 12 Emmaus CAT Safeguarding and Child Protection Policy

https://files.schudio.com/emmaus-catholic-multi-academy-trust/files/documents/Emmaus_Catholic_Academy_Trust__Safeguarding_and_Child_Protection_Policy_2022.pdf