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St. Antony's Catholic College

Safeguarding and Child Protection Policy

Mission Statement:

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

Authors

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Mission Statement

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

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. We also recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils, which goes beyond implementing basic child protection procedures and is an integral part of all activities and functions of St Antony's Catholic College. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect, follow our procedures, and work in partnership with other organisations where appropriate to ensure that children receive effective support, protection and justice. **We maintain an attitude of 'it could happen here' where safeguarding is concerned.** 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 Catholic College 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 2018, and any other relevant UK legislation and government guidance.
- applies at all times when the school is providing services or activities directly under the management of the St Antony's Catholic College staff.
- is publically available on the schools website.

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 Management 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 C. Galbraith	Deputy Designated Safeguarding Lead Contact Telephone: 0161-911-8001 Contact Email: p.kelly@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.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at Child Protection Conferences and any other relevant meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue.

Arrangements are in place to ensure that at least one of the 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 Multi-Agency Referral & Assessment Team/MARAT (children's social care) and/or the police immediately. Anyone can make a referral. Contact details for MARAT can be found 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 Catholic College will keep and maintain up to date information on children on the school roll, including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant events in a child's life.

We will ensure that all child protection records are kept confidentially and securely and are separate from student records until the child's 25th birthday. CP information will be copied and sent under separate cover to any new school or college while the child is still under 18 and all information will be redacted so the names of third parties are not stated. Where Child Protection records are passed on to another school/education setting, a receipt must be provided by the receiving school/education setting.

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.

Creating a Safeguarding Culture

It is important to us at St Antony's Catholic College 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 Catholic College 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-symptoms-and-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 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 anti-bullying policy and behaviour 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 will consult MARAT 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.

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 – Advise 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 confidentially. **School to enter information about their procedures for handling disclosures and managing information i.e. paper form or electronic system**. School also need to mention how the above is communicated to the DSL.

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 or college’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 children involved;
- the developmental stages of the 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. 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.

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 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 early in the 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 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

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 Catholic College does this through its weekly designated PSHE lesson 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.

Instances of children who are missing from education are dealt with under the schools children missing from education 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.

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 Catholic College. Expertise is extended effectively and internal capacity is built up. Managers ensure that staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site.

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

- Information sharing: advice for practitioners who are providing safeguarding services
- Part one and Annex A of 'Keeping children safe in education 2018'
- School Behaviour for Learning Policy
- 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
- 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:

- 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
- 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, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.

St Antony's Catholic College 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 2018.

Checks undertaken include:

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

A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the 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 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 regardless of gender or sexuality. The abuse can encompass, but is not limited to: <ul style="list-style-type: none"> • psychological • physical

	<ul style="list-style-type: none"> • sexual • financial • emotional
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
Emotional Abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	<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	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.
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: <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	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.
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & 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	<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	Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

	They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.</p> <p>They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children</p>
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

Operation Encompass Process

Police attend an incident of Domestic Abuse.
Police Protection Investigation Unit (PPIU) document is created and action set to Operation Encompass Coordinator.

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.



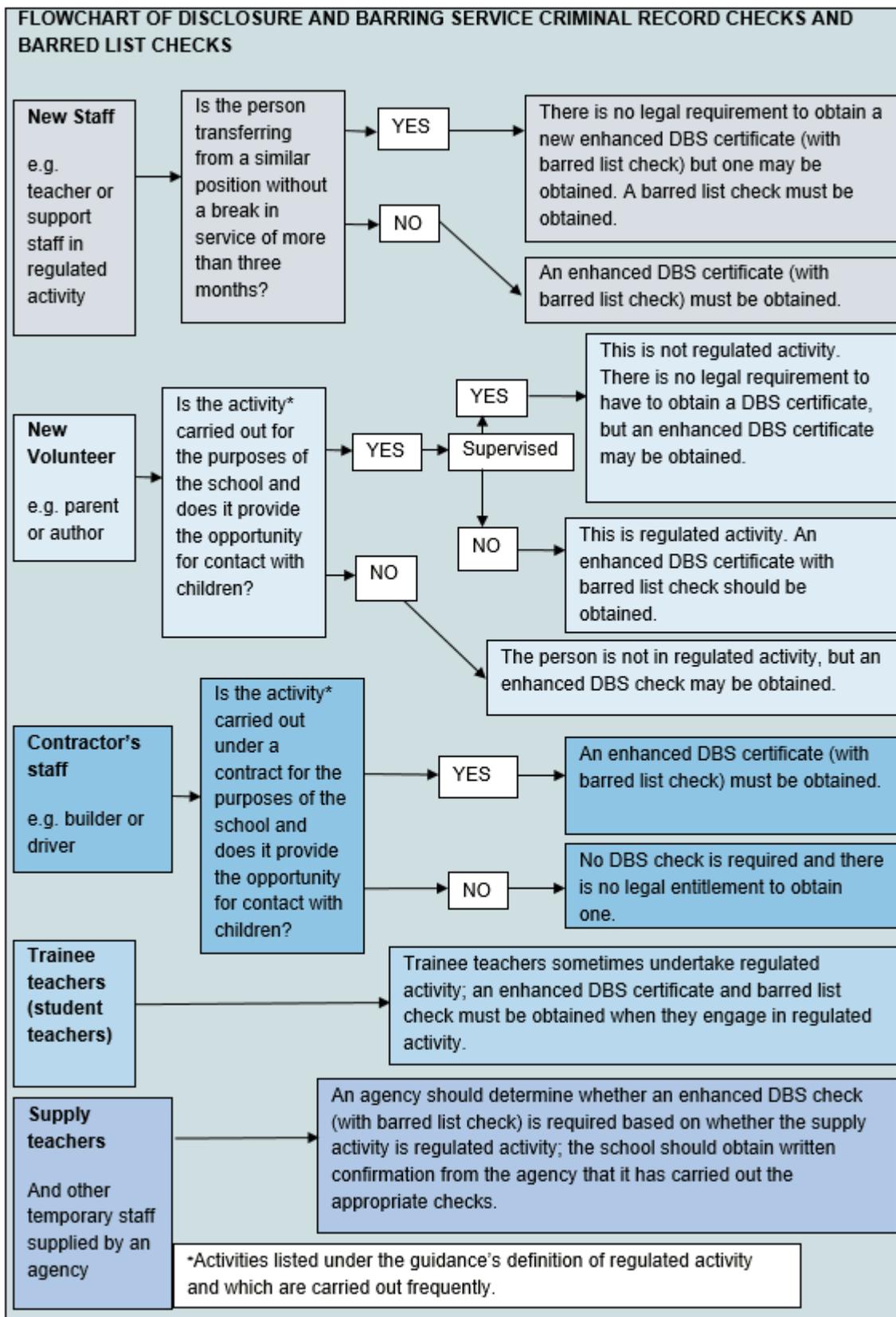
The next school day Operation Encompass Coordinator will send a notification email to the school and follow this up with a telephone call.

Emails will be sent securely.
Operation Encompass Coordinator will attempt to send relevant notification to the school before 9am (12pm at the latest).



Headteacher/Safeguarding Lead/Deputy Safeguarding Lead will review information, assess the risk and develop a working strategy.

Working Strategy may include checking child's records for recent concerns, discussing with child's teacher/tutor and providing overt or silent support.
If there are CP concerns then MARAT should be contacted.



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

Multi-Agency Referral & Assessment Team (MARAT) – Children’s Social Care 0161 912 5125 marat@trafford.gov.uk	Local Authority Designated Officer (LADO) Anita Hopkins 0161 912 5125 marat@trafford.gov.uk
Trafford Strategic Safeguarding Board 0161 912 8687 TSSB@trafford.gov.uk	Police Non-emergency – 101 Emergency - 999
Out of Hours Emergency Duty Team Social Care 0161 912 2020	Jonathan King Specialist Education Practitioner (MARAT) 0161 912 5010
NW Counter-Terrorism Unit Channel Team 0161 856 6362 channel.project@gmp.police.uk	

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

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 a category that best describes the nature of the incident you are recording.
8. If you are reporting an incident that concerns other children in school please add them in the linked students bar. (This may be siblings, friends or other children involved in an incident in school).
9. Choose which staff to alert – ALWAYS the Designated Child Protection Lead (Mr Speake)
10. Add incident (save)

Additional notes –

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

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

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

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

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

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

Appendix 9

Trafford Threshold Chart (updated January 2018)

Tier		Description	Assessment / Referral process	
1	Universal and prevention	Children whose needs are met by universal services; for example GP, school, school nurse, health visitor, or community groups.	The Trafford Service Directory hosts a range of information on services that are available in the local community.	Trafford Service Directory
2	Targeted and co-ordinated /Early Help	Some children have specialist input by a single agency such as speech therapy, physiotherapy or housing. If more than one agency is working with a family, a multi-agency approach should be co-ordinated by a lead professional.	Single Agency Referral Form (SARF) to co-ordinate access to a specific service to address an individual need. Early Help Assessment to co-ordinate a multi-agency response to multiple unmet needs for the child/young person.	SARF or Early Help Assessment
3 (Low)	Early Help/ Specialist	As the complexity of a child’s needs increase then an Early Help Assessment should be co-ordinated and a multi-agency plan of support developed.	Early Help Assessment to access the appropriate support; co-ordinating a multi-agency response to multiple, unmet needs for the family.	Early Help Assessment
3 (High)	Complex	If the child’s issues continue to escalate or interventions are not working and it is felt the child’s needs cannot be met without the intervention of social care.	Consideration of consultation with MARAT to determine whether a referral for social work assessment should be made. This is done via the Early Help Assessment or SARF.	Statutory or specialist assessment
4	Acute	This includes children for whom adoption is the plan, those who are in the care system, children subject to Child Protection Plans and those who are in the criminal justice system as well as those with the highest level of complex and additional needs. At this level children’s social care will be the lead agency and the threshold is met for statutory involvement of agencies.	Existing referral processes to social care (MARAT) and other specialist and intensive provision such as Family Focus, SEN Statutory Intervention, Healthy Young Minds Tier 3&4.	Statutory or specialist assessment