Safeguarding & Child Protection Policy

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Version	Date	Amendments	Author	Status
1	20/07/2018	Complete template policy.	Jake Ashall	
2	26/07/2019	Additions in key information section. Clarity in Private Fostering section. Additional paragraph re Early Help. Addition in Learning and Development.	Jake Ashall	
3	12/09/2019	Addition of new Level of Need. Addition of section relating to sexual violence and sexual harassment. Alteration to section on DSL coordination of meeting attendance.	Jake Ashall	
4	30/03/2020	Addition of appendix in relation to COVID-19 interim measures.	Jake Ashall	
5	01/07/2020	• References of KCSIE 2019 changed to KCSIE 2020. • All mentions of MARAT replaced with Trafford Children's First Response. • Added paragraph relating to Covid 19 and references the addendum to this policy. • Reference added in respect of Relationship Education for Primary and Sex and Relationship Education for Secondary. • Amendment to paragraph explaining Operation Encompass.	Jake Ashall	

		• Additional bullet point in relation to the criteria for an allegation. • Update to Operation Encompass Flowchart. • Amendment to First Response email. • Amendment to TSSP email. Amendment to appendix in relation to COVID-19 measures in light of settings returning more students.		
6	21/10/2020	Addition of chapter on managing access to school premises. Addition of paragraph in 'managing allegations' section to provide clarity on allegations relating to supply staff.		
7	17/08/2021	• Addition of numerical bullet points to improve the flow of this document. • 1.1 - Addition to foreword – inclusion of proprietor (independent schools) and example foreword • 2.i - Update of legislation – KCSIE September 2023 • 2.2.iv – Addition of Trafford's Multi-agency Safeguarding Arrangements • 2.3.i – Child on Child abuse policy to replace Anti-bullying policy (schools to revise policy in light of KCSIE: Part 5) • 2.3.vii – Addition of Managing allegations policy • 2.3.viii – Addition of Information sharing/management policy • 3.1 – Contact information for Designated Teacher and Senior Mental Health Lead • 3.13 – Additional information added • 3.14 – New paragraph added. • 4.5 – Additional safeguarding topics added • 4 – Removal of paragraph on CSE. • 4.9 – Addition of footnote on mandatory duty. • 4.12 – Additional information added. • 4.13 - Additional information added. • 4.14 – New paragraph added. • 5.1 – Additional information added. • 5.2.viii – Addition of the role of the Designated Safeguarding Lead		

		• 5.2.ix – Addition of Trafford's Early Help process • 5.4.iii – Addition of TSSP Bulletin • 5.7- 5.10 – New paragraphs added. • 6.1 – New checks added (delete as appropriate) • 6.5 - Additional information added. • 7.1 - New paragraph added. • 7.7 - Additional information added • 7.12-7.14 – New Paragraphs added • 9 – New terms added. • Appendix 4 – New contact details added • Appendix 10-11 - New Paragraphs added Removal of Covid-19 paragraph		
8	25/11/2021	• Appendix 9 – Addition to Glossary Child Abuse Linked to Faith or Belief – National FGM Centre	Policies and Procedures December 2021	

9	17/08/2022	• 1.1 – foreword to include colleges (post 16 education as set out Education and Training (Welfare of Children) Act 2021)
		• 2.1 – included college and school
		  ○ 'school' means: all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools and pupil referral units.
		  ○ 'college' means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992, institutions designated as being within the further education sector2 and providers of post 16 Education as set out)
		• 2.i – Updated with September 2023 guidance date, includes update on who the guidance is read and followed by.
			Policies and Procedures	

		• 3. Amended to “governing bodies and proprietors” • 3.1 – Include DSL to be senior member of staff, from the school or college leadership team • 3.ii – Amended to “behaviour policy” and included terminology and link to guidance on behaviour in school • 3.iii – including low level concerns • 3.v – Updated guidance in KCSiE which includes new section covering filtering and monitoring school systems along with online safety, remote learning, information security, cyber-crime, reviewing online safety provision and information and support • 3.3 - New paragraph making clear that students should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment. • 3.11 – added resource on the NPCC – when to call the police. • 3.12 - New paragraph which highlights the importance of social care assessments considering children being harmed outside the home on contextual safeguarding • 3.14 - Record keeping – additional information added which makes clear what records should include • 3.16-18 – Additional information added which makes clear about powers to hold and use information when promoting children’s welfare • 4.5 – Updated to include child sexual abuse • 4.13 - New resource/footnote added on a one stop shop for teachers which includes teacher training modules on RSHE • 4.14 – New information included on Part 5 in KCSiE • 4.15 – Updated to reflect the new UKCIS guidance on the sharing of nude and semi-nude images which has replaced their sexting advice • 4. 26-27 –Mental health - additional information on resources.		

		• 4. 28 - Serious Violence - additional information and guidance added. • 4. 29 - New paragraph to reflect elective home education • 5.1 – Additional information including the importance of training for staff and the requirement to ensure children are taught about safeguarding, including online safety • 5.2.ii – KCSIE 2022 Added new paragraph to explain that there is a condensed Part one of this guidance at Annex A. To give governing bodies and proprietors the freedom to choose the condensed Part one where they think it will be appropriate for those staff not working directly with children- this is reflected within the template. • 6.5 - Added information about the use of birth certificates (where available) to check an individual's identity • 6.6 – Reference to KCSIE - Explanation about when separate barred list checks must be carried out. • 6.8 - Clarification about overseas checks and what further checks could include. • 7. 15-16 - inclusion of information of allegations/concerns that do not meet the threshold i.e. low-level concerns, which should be included in staff behaviour/ code of conduct • 9.1 - New paragraphs that cover the use of school/college premises for non-school/college activities.		
10	2023	• The additions and changes to this policy as a result of KCSE 2023 changes are extensive, therefore not all amendments have been referenced here. New sections have been added and paragraph numbers changed.		

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3.1 LANGUAGE 31

3.1.1 Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and acting to enable all children to have the best life chances. 31

3.1.2 Early Help refers to mechanisms 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. 32

3.1.3 Child Protection refers to the activity undertaken to protect specific children who are suffering significant harm or are likely to suffer. 32

3.1.4 Staff refers to all those working for or on behalf of the School in either a paid or voluntary capacity and will be used from this point on in this document. 32

3.1.5 Child refers to all children and young people who have not yet reached the age of 18. 32

3.1.6 Parent refers to birth parents and other adults who are in a parenting role, including step-parents, foster parents, carers, and adoptive parents. 32

3.2 RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS 32

3.2.1 All staff have seen and understand the Trafford level of harm and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance, all staff receive regular training and updates to help them identify when a child is vulnerable. We ensure that the most appropriate referrals are made on time. We seek to work transparently with our families and, where appropriate, will share our concerns directly with parents and indicate possible support routes. We actively support multi-agency approaches when supporting children and families. We do this based on an awareness that early help and intervention can prevent future escalation of any presenting issues. We aim to provide information from the child's point of view in the context of their lived experience as evidenced by observations or information provided. Where staff have concerns, they will always alert the DSL. 32

3.2.2 In our academies, we have staff that are trained and can support colleagues to identify and respond to: 32

3.3 ROLES AND RESPONSIBILITIES 33

3.3.1 Safeguarding and promoting the welfare of children and young people is everyone's responsibility. Everyone who comes into contact with children, their families, and carers have a role to play in safeguarding them and promoting their welfare. No single professional can have a full

picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt and restorative action. In line with this understanding, any adult working or volunteering in the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way and to respond to this recognition promptly and appropriately. 33

3.3.2 To fulfil this responsibility effectively, all professionals should ensure their approach is child-centreed. This means that they should consider, at all times, what is in the best interests of the child. (Voice of the Child) 33

3.3.3 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. 33

3.3.4 Robust systems have been established in our academies for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known, will be treated seriously and confidentially. The school ensures all staff are updated on safeguarding issues frequently across the year: 34

3.3.5 Below is a table of people with specific lead responsibilities around safeguarding 34

3.3.6 All staff working in our academies (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 or the deputy, who are both members of the school's leadership team. Both DSL and deputy have the appropriate status and authority within the school to carry out the duties of the post. 35

3.3.7 All staff should be able to reassure students that they are being taken seriously and that they will be supported and kept safe. A student should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a student ever be made to feel ashamed for making a report. 35

3.3.8 The Designated Safeguarding Lead (DSL) is also the first point of contact for external agencies that are carrying out Child Protection investigations and safeguarding enquiries. 35

3.3.9 The Designated Safeguarding Lead coordinates the school's representation at multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. The DSL is also responsible for their school's contribution and commitment to any plans, team around the family, core groups, or other assessments. These meetings include: 35

3.3.10 The Designated Safeguarding Lead will also ensure written reports are submitted for relevant multi-agency meetings (relevant meetings named above). 35

3.3.11 When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding 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 or 3 of the Level of Need). If that is provided, then our Designated Safeguarding Lead Deputy will coordinate the support for that process. 35

3.3.12 The purpose of the DSL is to ensure that the welfare of the child is paramount. 36

3.3.13 The school is committed to ensuring that all children are protected from harm in all its forms, regardless of their age, gender, ability, culture, race, language, religion, or sexual identity. All staff and volunteers are equally responsible for acting on concerns, suspicions, or disclosures that lead them to suspect or understand a child may be at risk of harm. 36

3.3.14 As part of our duty of care, we also work to ensure that pupils and staff involved in safeguarding and child protection issues receive appropriate support. In line with Keeping Children Safe in Education 2023, we work with a range of partners and adhere to local practice guidance supported by Trafford Safeguarding Children Partnership. 36

3.3.15 All staff, volunteers, and sessional workers are required to adhere to our Code of Conduct (including the use of ICT and social media). All staff, volunteers, and sessional workers understand what to do if there are concerns or allegations about any adult working or volunteering in our school during or outside of the normal school day. 36

3.3.16 The school will ensure that every member of staff and person working on behalf of the School: 36

3.3.17 The school will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate 36

3.3.18 The school will ensure that parents understand their obligations regarding Child Protection by intervention as and when appropriate 37

3.3.19 To develop effective links with relevant agencies in relation to safeguarding (child protection) 37

3.3.20 To ensure that, where there are unmet needs, an assessment of early help is initiated 37

3.3.21 To send appropriate representatives to case conferences, core groups, and child protection review meetings. 37

3.3.22 Where a member of staff is concerned that a child is in immediate danger or is at risk of harm, they should report this to the Designated Safeguarding Lead or their Deputy without delay. A written record will be made of these concerns immediately following the disclosure/concern being raised. 37

3.3.23 Where staff have conversations with a child who discloses abuse, they follow the basic principles: 37

3.3.24 The Academy will notify any Lead Social Worker if: 37

3.3.25 We understand that parents often hold key information about incidents, allegations or concerns; therefore, in the majority of situations, the Designated Safeguarding Lead or key staff member of school staff will speak to the parents and gain their consent to discuss any matters with other relevant agencies. There will be very few instances where speaking to the parents could

further endanger the child. In those situations, they would still consult/refer but will have clearly recorded reasons for not gaining parental consent. *38*

3.4 EARLY HELP 38

3.4.1 If our school identifies emerging needs or if other professionals identify emerging needs, and/or the family themselves and the school is best placed to provide a single agency response to the presenting need(s), we will do so under the banner of Early Help. We will utilise our internal support network to support our students and families and document the Early Help actions and support put into place. This is just for cases that are at Level 2 of the Level of Need. *38*

3.4.2 When engaging other services outside of our school to form part of a Team around the Family, we will utilise Trafford's Early Help Assessment to ensure this is formalised in a consistent way for all agencies involved at that point. Where necessary, the school will complete an Early Help Assessment to identify specific needs that require the assistance of other services outside of the school. *38*

3.4.3 Arrangements are in place to ensure that at least one person who is a trained designated safeguarding lead is available when children are taking part in school-led activity; this includes before and after school clubs and other extra-curricular activities, both during and out of term time. 38

3.4.4 If a child is in immediate danger or there is a concern regarding FGM, contact will be made with the police via 999. The NPCC - When to call the police assists the designated safeguarding leads in understanding when they should consider calling the police and what to expect when they do. *38*

3.4.5 If a child is identified as a Child in Need or a Child at Risk of being subjected to significant harm, including children being harmed in contexts outside the home, a referral will be made to Trafford Children's First Response via the online referral form. *38*

3.4.6 Whilst any professional can make a referral to children's social care in school, we expect all staff, where practically possible, always to 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 give 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. Employees may be required to work from home, where possible, or an alternative place of work, if available. Line Managers will advise them of any such requirement. Such employees will receive their normal pay. *38*

3.4.7 All verbal conversations that take place regarding safeguarding concerns, discussions and decisions made will promptly be recorded using the school CPOMS recording system; these records include: *38*

- *A clear and comprehensive summary of the concern;* *39*
- *Details of how the concern was followed up and resolved;* *39*

- *A note of any action taken, decisions reached and the outcome..... 39*

3.4.8 Where there is a safeguarding concern, the academy/school ensures the child's wishes and feelings are considered (voice of the child) 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. 39

3.5 INFORMATION SHARING.....39

3.5.1 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting our children's welfare, including their educational outcomes. The academy/school has clear powers to share, hold and use information. This includes arrangements that set out clearly the processes and principles for sharing information within the academy/school and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required. 39

3.5.2 Our school is proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of our children, whether this is when problems are first emerging or when a child is already known to the local authority children's social care. 39

3.5.3 The school is aware that, among other obligations, the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure..... 39

3.5.4 All information is handled in accordance with the Trust'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', and the 7 principles of information sharing within that document. 39

3.5.5 The school acknowledges the findings of Serious Case Reviews, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. The DSL ensures that s/he has information from SSS Training and Judicium concerning learning reviews and that this information is passed on to staff to promote improvement in safeguarding. As part of our ongoing culture of vigilance and development, we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our pupils and staff. Employees who arrive late or ask to leave early will usually be expected to make up for any lost time. However, Line Manager/SLT have the discretion to waive this requirement in minor cases or (in the case of lateness) where they are satisfied the employee has made a genuine attempt to arrive on time. 39

3.6 MISSING OR MISSING FROM EDUCATION 40

3.6.1 Instances of children who are missing from education are dealt with under the school's Children Missing from Education policy, which sets out the school's approach to tackling this issue and the steps the school will take when a child has poor attendance and/or is regularly missing... 40

3.6.2 To assist with the above and other incidents, the school will request two emergency contacts for each child to ensure the school has other means of contacting a key adult, should one be unavailable for any reason. Employees absent from work due to extreme weather or other travel disruptions are not entitled to be paid for the time lost. 40

3.7 THE USE OF 'REASONABLE FORCE' 40

3.7.1 Manor will always look to de-escalate any situation. However, there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. 40

4 CREATING A SAFEGUARDING CULTURE..... 40

4.1 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 AND STAFF. 40

4.2 IT IS IMPORTANT TO US AT THE SCHOOL THAT ALL CHILDREN FEEL SAFE AND SUPPORTED IN OUR SETTING. 40

4.3 THROUGHOUT SCHOOL, SAFEGUARDING IS TAUGHT AS PART OF THE CURRICULUM. WE APPRECIATE THAT WHILST ADULTS IN SCHOOL ARE WORKING HARD TO KEEP CHILDREN SAFE, CHILDREN ALSO PLAY A LARGE PART IN KEEPING THEMSELVES AND THEIR PEERS SAFE FROM ABUSE AND NEGLECT. 40

4.4 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. 40

4.5 WITHIN THE CURRICULUM PUPILS ARE TAUGHT ABOUT E-SAFETY, SEXUALISATION AND CONSENT, BULLYING, FRIENDSHIPS, RELATIONSHIPS, AND THE DANGERS OF STRANGERS. PUPILS ARE TAUGHT HOW TO MANAGE SITUATIONS THEY DO NOT FEEL COMFORTABLE IN AND HOW TO ASK FOR SUPPORT OR GUIDANCE FROM BOTH ADULTS AND PEERS. THEY ARE TAUGHT ACROSS THE SUBJECTS THROUGHOUT THE SCHOOL YEAR. THE TEACHING IS SET TO BE AGE-APPROPRIATE AND SUPPORTIVE OF PUPILS WITH ADDITIONAL NEEDS. THEY ARE GIVEN STRATEGIES TO USE TO HELP DIFFUSE SITUATIONS AND PERFORM RESTORATIVE MEETINGS WHEN SITUATIONS DO ARRIVE. 40

4.6 MENTAL HEALTH AND WELLBEING 41

4.6.1 KCSIE 2023 reminds us of the importance of understanding emotional wellbeing and mental health and the relevance of these to the safeguarding agenda. We have developed a School Wellbeing Policy that all staff are made aware of. 41

4.6.2 Our staff are reminded that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. They are also aware of how children's lived experiences, can impact their mental health and wellbeing, behaviour, and education. Where staff is concerned that a child or young person may be experiencing issues or

displaying behaviour that causes concern, they will report this to the DSL in accordance with the school's safeguarding procedures. *41*
4.7 CATEGORIES OF ABUSE 41
4.7.1 All Staff are aware of the categories of abuse, which are: *41*
4.7.2 The definitions of these 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 listed below: *41*
4.7.3 The definitions of the above can be found in the glossary. Information and learning relating to the above topics is made available 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. *41*
4.7.4 Additional to the above, the school recognises the significant impact domestic abuse can have on children and young people.The school recognises that children can be victims of domestic abuse by witnessing it or experiencing it within their own intimate relationships. The school has signed up to Operation Encompass. *42*
4.7.5 Operation Encompass is an agreement between Greater Manchester Police and schools within Trafford. This agreement facilitates the sharing of information relating to domestic incidents where children live or frequent. A flowchart explaining the process for sharing information through Operation Encompass can be found in Appendix 1. ..... *42*
4.7.6 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 to report any suspected or known cases of FGM about a female under 18 years old to the police.42
4.7.7 School staff are familiar with behavioural indicators that may signal children are at risk from, or are involved with, serious violent crime. Staff are aware that where they have concerns they should report them in line with their training: KCSIE 23, Child Protection, FGM (all on SSS Training platform), All cases of known or suspected 'Honour-based' Abuse will be reported via the school's normal channels and the appropriate professional advice sought and external referrals completed 42
4.7.8 If a member of staff becomes aware of a private fostering arrangement they will notify the Designated Safeguarding Lead or their deputy as soon as possible. All known or suspected Private Fostering Arrangements will be reported to children's social care in the area where the child resides. Private Fostering is defined in the glossary. *42*
4.8 CHILD-ON-CHILD ABUSE 42
4.8.1 In line with our strong commitment to Safeguarding, at The Sovereign Trust, we believe that all children have a right to learn in a safe environment. Our staff recognise that children of any age or gender can be capable of abusing other children, which can happen both inside and outside

of school and online. This behaviour will be dealt with in line with our Behaviour Policy. This child-on-child abuse can include, but is not limited to: 42

- *Bullying (including cyberbullying, prejudice-based and discriminatory bullying)* 42
- *Physical abuse* 42
- *Sexual violence and harassment* 42
- *Causing someone to engage in sexual activity without consent* 43
- *Consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as Sexting* 43
- *or youth produced sexual imagery)* 43
- *Upskirting*..... 43
- *Initiation-type violence and rituals* 43

4.8.2 All of the above are examples of abuse and should never be tolerated or passed off as "banter," "just having a laugh" or "part of growing up." We recognise that the gendered nature of child-on-child abuse makes it more likely that girls will be victims and boy's perpetrators. 43

4.8.3 We minimise the risk of child-on-child abuse through our extensive PSHE curriculum and pastoral programmes, including assemblies and other key messages. All staff understand the importance of challenging inappropriate behaviours between peers and their role in preventing and responding to child-on-child abuse. Our staff understand that even if there are no reports of child-on-child abuse in our school, it does not mean child-on-child abuse is not happening-it may be the case that it is just not being reported. 43

4.8.4 Any cases of "child-on-child" abuse will be thoroughly investigated, with the victim always being taken seriously and given appropriate support. Support will take the child's wishes the "voice of the child" into account and can include increased pastoral support, a mentor, access to counselling and a referral to external services. We will liaise with the police and children's social care as necessary. Where there has been a report of sexual violence, an immediate risk assessment will be made, considering the needs of the victim, the alleged perpetrator and our other pupils. All allegations of child-on-child abuse will be recorded in our safeguarding files. 43

4.8.5 Incidents of bullying will be dealt with via the schools Child-on Child abuse policy and/or 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 from external partners, it will be. The schools Designated Safeguarding Lead will consult children's social care 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. 43

4.8.6 In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. We incorporate healthy relationships and British values into our curriculum in an age appropriate way, and with consideration for a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children. Also, from September 2021 we have included

Relationships and Sex Education and Health Education in the school timetable, in line with DfE guidance and the national curriculum. *43*

4.8.7 When incidents of sexual violence and sexual harassment occur, the school's, response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role. They use their professional judgement and are 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 for those affected. The designated safeguarding lead will respond in accordance with Part five of KCSIE 23: child on child sexual violence and sexual harassment guidance and the departmental advice. *43*

4.8.8 The school adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' in respect of our response to image/video sharing. 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. ..... *44*

4.9 CHILD REPORTING 44

4.9.1 Our school's arrangements for consulting with, listening, and responding to pupils are that we make sure that our children know that members of staff are always prepared to listen to them. Children are made aware that they can report any concerns verbally to any member of staff, and we will act upon this. There are a range of ways and opportunities for pupils to report to staff including: *44*

4.9.2 Channels of communication with parents are kept open at all times. The Pupil Pastoral Support team, our Senior staff with reduced teaching timetables, are always available to listen and respond to parents/carers, either in person at the school or by telephone or email. Other avenues for communication include: *45*

4.10 SAFER USE OF THE INTERNET AND TECHNOLOGY 45

4.10.1 The school recognises that in a modern learning environment, the use of the Internet, multimedia devices, and digital imaging facilities are part of everyday requirements. However, a child/young person's safety will remain the priority of the school. *45*

4.10.2 It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. *46*

4.10.3 Filtering and monitoring will reduce students' risk of being exposed to inappropriate online material; however, there will continue to be circumstances where children are exposed to online risk at home, with their peers, and in the community. *46*

THE 4CS 46

4.10.4 There are four main risks that are present online. Each app or game will include some, or indeed all of the below. *46*

- *CONTENT: being exposed to illegal, inappropriate, or harmful content. For example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.* ... 46
- *CONTACT: being subjected to harmful online interaction with other users. For example: peer-to-peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial, or other purposes.* ... 46
- *CONDUCT: online behaviour that increases the likelihood of, or causes, harm. For example, making, sending, and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images, and online bullying.* ... 46
- *COMMERCE: risks such as online gambling, inappropriate advertising, phishing, and or financial scams.* ... 46

4.10.5 Although students may be adept at technology, it is our responsibility to support them to engage critical thinking skills online and make safe and positive choices. ... 46

4.10.6 In line with the DoE guidance regarding Best Practice for Schools: ... 46

4.11 SOCIAL MEDIA USE OUTSIDE OF SCHOOL ... 47

4.11.1 In relation to Social media use outside of school, the school recognises that there are many benefits to this form of communication especially for pupils who struggle with social interaction and social communication. However, the school recognises that pupils often struggle to deal with the conflicts that can arise from what is published and shared online. ... 47

4.11.2 The school will therefore work with parents to offer advice on how to keep their children safe online, including encouraging conversations, setting expectations, and laying down guidelines for appropriate use. ... 47

4.11.3 The school advises parents, through written communication, that what is right in terms of social media use will vary from family to family but some strategies that are known to be successful include: 47

- *Monitoring their phones for the apps that are downloaded* ... 47
- *Enacting parental controls on phones and consoles* ... 47
- *Reviewing the messages, they send on platforms and apps – making monitoring part of a daily or weekly routine* ... 47
- *Setting expectations about what space (preferably communal) and times they have access to devices* ... 47
- *Encouraging them to share or discuss with you what they are doing.* ... 47

4.11.4 The school has produced a guide for parents regarding social media settings and age restrictions, and this is shared with all parents (appendix 12) ... 47

4.11.5 All Staff at the school are aware of the CEOP Online Safety Toolkits which are also available to be shared with parents (appendix 13) ... 47

4.11.6 The school will work in partnership with parents to address issues arising from Social media use outside of school through additional teaching during Computing, Citizenship, and Wellbeing lessons, and in 1:1 conversations and teaching opportunities as they arise. 47

4.12 MOBILE PHONES AND OTHER ELECTRONIC DEVICES 48

4.12.1 Mobile phones and other electronic devices such as MP3/4 players, iPods, iPads, tablets, and hand-held/portable game consoles are not allowed in school. 48

4.12.2 Some pupils may need to bring their phones for safety reasons if they travel to school independently and we recognise that some pupils benefit from listening to music on transport in the morning to allow them a calm start to the day. However, where electronic devices are needed electronic devices must be turned off and put away as pupils enter school grounds and the items should be handed in to form tutors in morning registration. Consented searches may be required if form tutors suspect that devices have not been handed in (see below for further details). 48

4.12.3 If a pupil is seen with an electronic device (other than the moment when they are handing it in or collecting it from their form tutor) or is found to have with-held a device, the device will be confiscated until parents/carers arrange to come to school to meet the pastoral team to discuss the safeguarding concerns caused by this. 48

4.12.4 Should the pupil be under the age restriction for a particular app that has been used to commit the offence, we may also have to inform the social media platform of this and have the account removed 48

4.13 STAFF USE OF MOBILE PHONES 48

4.13.1 Mobile phones have a place in settings, especially on outings when they are often the only means of contact available to settings and can be helpful in ensuring children are kept safe. 48

4.13.2 Staff will only use mobile phones appropriately. The school will ensure staff has a clear understanding of what constitutes misuse and know how to minimise the risk. 48

4.13.3 The school will ensure the use of a mobile phone does not detract from the quality of supervision and care of children. 48

4.13.4 The school will ensure all mobile phone use is open to scrutiny. 48

4.13.5 The school will ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones. 48

4.13.6 School will ensure staff is responsible for their behaviour regarding the use of mobile phones and understand how to avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations. 48

4.13.7 The school will ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential. 48

4.13.8 Staff will adhere to the school policy on the recording of images and the use of equipment 49

4.13.9 In relation to Work mobile phones: *49*
4.14 CAMERAS: PHOTOGRAPHY AND IMAGES 49
4.14.1 Most people who take or view photographs or videos of children do so for entirely innocent, understandable, and acceptable reasons. However, due to cases of abuse to children through taking or using images, the school ensures that there are safeguards in place. To protect children, we will: *49*
4.14.2 Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays). *49*
4.14.3 Ensure the school's designated camera is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents). *49*
4.14.4 Ensure that children are appropriately dressed, and only use the child's first name with an image. *49*
4.14.5 Ensure that personal cameras are not used to take photographs, video, or audio recordings in our school without prior explicit consent from the school. There is clear guidance for staff for residential trips, and advice from SLT must be sought. Ensure that all images are stored securely, and password protected. Where images are stored the setting will register with the Information Commissioner Office (ICO), in accordance with data protection laws. *49*
4.14.6 Ensure where professional photographers are used, we have taken appropriate steps such as DBS checks, references, and parental consent before photographs being taken. *50*
4.14.7 Ensure 'acceptable use' rules regarding the use of cameras and camera-enabled devices by children are embedded in practice. *50*
4.14.8 Ensure the use of cameras including the use of school CCTV system is closely monitored and open to scrutiny. *50*
4.14.9 Staff are provided training and support regarding the school's Social Media Policy *50*
4.14.10 School has put into place policies to cover this section, in conjunction with the school's Behaviour Policy. *50*
4.14.11 The procedures contained in these policies apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Manor Academy. *50*
4.14.12 We expect that this policy takes primacy over other agency policies when work is being delivered on this site or on our behalf, as we maintain a duty of care to all in our school community. Any expected exception to this must be named and negotiated ahead of work being undertaken. Colleagues from partner agencies who are based in our school adhere to school policies regarding reporting concerns, safer working practice and the use of ICT. *50*
4.14.13 Any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with school policy. *50*
4.15 PREVENT 50

4.15.1 Prevent is one of the four core elements of the Government's CONTEST strategy for countering terrorism. This focuses on early intervention through strategies which reduce the likelihood of individuals supporting a violent or extremist ideology or becoming terrorists. Prevent applies to all forms of extremism including far right extremism. 51

4.15.2 The Government's Prevent Strategy is made up of three key objectives which build on elements of previous Prevent programmes: 51

4.15.3 We regularly review our training and practice to enable staff to respond to these specific needs. (This training is completed on the SSS training platform under "Prevent") 52

4.15.4 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and into adulthood. Staff are aware of how these children's experiences, can impact their mental health, behaviour, and education 52

4.15.5 All staff are aware of the indicators, which may signal children are at risk from or are involved with serious violent crime. Advice for the school is provided in the Home Office's Preventing youth violence and Gang Involvement and its Criminal Exploitation of children and Vulnerable Adults: county lines guidance. 52

4.15.6 A '7-minute briefing' by Trafford Safeguarding Partnership is cascaded to all staff: 52

4.16 CHILDREN MISSING OUT ON EDUCATION AND MISSING FROM EDUCATION 52

4.16.1 Under section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences. At Manor Academy, we follow Trafford's Pupil Absence team procedures for dealing with children who go missing from school. All staff are aware that children going missing, particularly repeatedly, are potentially vulnerable to harm including abuse and neglect, such as sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, or risk of forced marriage. 52

4.16.2 We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left our school, we ensure we carry out all necessary checks and refer them as a child missing from education. 52

4.17 SUPPORTING VULNERABLE PUPILS 52

4.17.1 The school will endeavour to support vulnerable pupils through: 52

4.18 REPORTING CONCERNS 53

4.18.1 Manor Academy follows Trafford Safeguarding Procedures and Policies. (TSSP) 53

4.18.2 All staff are made aware of what to do if a child tells them he/she/they are being abused, exploited or neglected including Child-on-child abuse. Staff are trained 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. 53

4.18.3 All staff are aware of the need 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. *53*

4.18.4 All staff should be aware that children can abuse other children (often referred to as Child on Child abuse). This can happen both inside and outside of school or college and online. All staff must recognise the indicators and signs of Child-on-child abuse and know how to identify it and respond to reports. *53*

4.18.5 All staff 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). *54*

4.18.6 All training events are offered to all volunteers working in the school and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school. *54*

4.18.7 As and when required, other external agencies may be consulted to assist with staff learning and development. *54*

4.18.8 All staff recognise that it is their professional duty to report safeguarding issues, without the expectation of anonymity as soon as possible to the designated Safeguarding Lead or the deputy, DSL or the head teacher. *54*

4.18.9 The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is: *54*

4.18.10 Any concerns about a child will be recorded in writing as soon as possible. The inability to record a concern should not delay the sharing of urgent information to the DSL (police or social care if required) verbally. Written records should then be made as soon as possible. *54*

4.18.11 All records will provide a factual, evidence-based account using the child's words. Timely, accurate recording of every episode/incident/concern/activity/action will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from the Children's Social Care First Response Senior Advisor for Safeguarding in Education (SASE) or the Local Area Designated Officer (LADO), whenever necessary. *54*

4.18.12 There is always a DSL available who has the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out the role. *54*

4.18.13 The DSL will contact First Response immediately (alongside any other emergency or support services that may be required). *54*

4.18.14 In the case of poorly explained serious injuries/injuries causing concern or where behaviour or concerns arouse suspicion or if in any doubt, the DSL should contact First Response for advice. 55

4.18.15 The DSL will keep written (electronically or by hand), signed, timed, and dated records detailing any disclosures and action taken as near to the time of disclosure as possible even when no investigation is undertaken. Should First Response agree to initiate a referral verbally, a Child Protection Referral Form will still be required within 24 hours. 55

4.18.16 Allegations are recorded using "Staff Safe on the CPOMS system and always shared directly with the Head Teacher. Where an allegation of abuse is made against any member of staff/ volunteer, deputy, or designated safeguarding person, the Headteacher will speak with the Local Authority Designated Officer (LADO) at the Safeguarding Children Unit to discuss the next steps. 55

4.18.17 If the allegation is against the Head Teacher, the Chair of Trust CEO should be contacted immediately, who will seek advice from the LADO. If the allegation is against both the Head and CEO then the LADO should be contacted directly by the DSL. No member of staff will conduct their investigation or pass on information to the alleged perpetrator. Professionals can contact the LADO directly if they feel it is more appropriate to do so..... 55

4.19 WHISTLEBLOWING.....55

4.19.1 "Whistleblowing" describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds. 55

4.19.2 All members of staff are aware of the school/college Whistleblowing procedure and are aware of their duty to report concerns about the conduct of a colleague that could place a child at risk. 55

4.19.3 School staff can also contact the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection processes (0800 028 0285)..... 55

4.19.4 Where the school has a statutory duty to refer to the Disclosure and Barring Service (DBS) it will do so ensuring that the LADO and the Senior Advisor for Safeguarding in Education are aware. 55

4.19.5 Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2023" and SSCP, LADO, and HR Policy, procedures, and guidance. 55

4.19.6 All staff and other adults on site are aware of the need to maintain appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct..... 55

4.19.7 Adequate risk assessments are in place including for extended school/wrap-around provision, volunteers, work placements and holiday activities (directly related to school). 56

4.19.8 Staff are clear how to raise a concern, and where, when appropriate, to find 'whistleblowing' policies. They are also confident of how to report concerns of misconduct..... 56

4.19.9 Complaints can normally be dealt with informally with the teacher concerned or the Headteacher. If, following this, parents/carers are still dissatisfied then there are more formal procedures. These ensure that all complaints receive, fair, full, and speedy consideration. Full details can be found in the School's Complaints Policy. 56

5 STAFF LEARNING AND DEVELOPMENT 56

5.1.1 Learning about safeguarding and child protection (including online safety) is given a high priority at the school. Expertise is extended effectively and internal capacity is built up through performance management. Managers ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school, and off-site, and the requirement to ensure children are taught about safeguarding, including online safety. 56

- *All members of staff, volunteers, and governors are trained in safeguarding and child protection issues as part of their induction process and continued professional development by the Designated Safeguarding Lead. 56*
- *The procedures relating to safeguarding and child protection are discussed with all staff annually as..... 56*
- *part of CPD and INSET and delivered by the Designated Safeguarding Lead. 56*
- *A record of staff training is kept within the school, which identifies who has attended the training and the content of the session. 56*
- *A copy of the latest version of Keeping Children Safe in Education 23 is shared with all staff via email and hard copies are available in the staff room. A copy is available on the Staff shared drive Area. Specific training on KCSIE is incorporated into the annual DSL training. Staff complete a FULL training on SSS Training platform to check their understanding of KCSIE..... 56*
- *The Designated Safeguarding Lead may update staff on a 'need to know' basis throughout the school year with regard to individual students. 56*
- *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. 56*
- *All new staff to the school has a comprehensive induction, which includes reading and understanding:..... 56*
  - *Information sharing: advice for practitioners who are providing safeguarding services 57*
  - *Part one (or Annex A if appropriate) of 'Keeping children safe in Education 2023' 57*
  - *School Behaviour Policy 57*
  - *School Policy for Children Missing from Education..... 57*
  - *Staff Code of Conduct 57*
  - *This Safeguarding & Child Protection Policy..... 57*
  - *'What to do if you're worried a child is being abused' guidance 57*
  - *The role of the designated safeguarding lead 57*

- *Trafford's Early Help process 57*

5.1.2 Designated staff are trained in specialist areas of work, such as: 57

- *Designated Safeguarding Lead 57*
- *Mental Health Champion 57*
- *Domestic Abuse Champion etc. 57*
- *Designated Teacher for Looked After Children 57*

5.1.3 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: 57

- *TSSP Termly Safeguarding in Education Bulletins 57*
- *TSSP Multi-Agency Learning and Development Programme 57*
- *TSSP Bulletin including monthly and quarterly learning updates 57*
- *TSSP youtube and soundcloud 57*
- *Leaflets 57*
- *Mentoring 57*
- *Online learning 57*
- *Posters in the staff room detailing referral processes and key topics 58*
- *Shadowing 58*
- *Staff handbook 58*
- *Staff induction pack 58*
- *Standing agenda item staff meetings 58*
- *In-house training 58*
- *Video 58*
- *Workbooks 58*
- *NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors 58*

5.1.4 Staff development and awareness in respect of safeguarding are given the highest priority across the school to ensure we all fully understand and implement the national and local agenda. All our staff and volunteers are required to read Keeping Children Safe in Education (KCSIE) All staff are required to undertake annual safeguarding training and update training in line with KCSIE 2023. 58

5.1.5 Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' and we ensure that staff and volunteers always adhere to a published code of conduct and other relevant professional standards. This extends to before and after school activities. 58

5.1.6 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. 58

5.1.7 Safeguarding policy 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. 58

6 SAFER RECRUITMENT AND SAFER WORKING PRACTICES 58

6.1.1 The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2021, 22, and 23 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). The school ensures that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. 58

6.1.2 This is done through Operating Safer Recruitment practices including: 59

6.1.3 In line with statutory guidance, we maintain a single central record of evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by a member of the SLT. 59

6.1.4 All staff are required to disclose any convictions, cautions, court orders, reprimands, and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). 59

6.1.5 Supply teachers are informed of expectations regarding behaviour and behaviour management. Any concerns relating to supply teachers or others will be passed to the LADO and or others as required. 59

6.1.6 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 completed to a satisfactory level. The same rigor is applied when appointing volunteers. 59

6.1.7 Checks undertaken include: 59

6.1.8 A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the school's single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file. Best practice is to check the name on their birth certificate. 60

6.1.9 Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate. 60

6.1.10 Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and the need to treat information confidentially. 60

6.1.11 All contracts with supply agencies are specific about what checks and evidence need to be completed before any individual commences work at the school, and that they will be expected to present identification upon arrival. 60

6.1.12 More information can be found in Appendix 2 relating to when a barred list check would be carried out and paragraph 229 in KCSIE. 60

6.1.13 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. 60

6.1.14 Individuals who have lived or worked outside the UK will undergo the same checks as all other staff in the school). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, the school will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered. 61

7 MANAGING ALLEGATIONS AGAINST PROFESSIONALS WHO WORK WITH CHILDREN 61

7.1.1 In line with KCSIE 23, all concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, including members of staff, supply teachers, volunteers, and contractors, are dealt with in line with the school's management and review of low-level staff concerns using "Staff Safe system" on CPOMS. The school has a Staff Low-Level Concern Policy that all staff are aware of. 61

7.1.2 An allegation is any information that indicates an adult who works with children and young people under 18 (paid or voluntary staff) may have:..... 61

- *Behaved in a way that has harmed a child, or may have harmed a child;..... 61*
- *Possibly committed a criminal offence against or related to a child; 61*
- *Behaved towards a child or children in such a way that indicates he or she may pose a risk of harm to children; or..... 61*
- *Behaved or may have behaved in a way that indicates they may not be suitable to work with children. 61*

7.1.3 This applies to any child the member of staff has contact with in their personal or professional life. All staff are reminded of the school's "Whistleblowing Policy", which may be found on a shared drive 61

7.1.4 The NSPCC whistleblowing details are in Appendix 4. 61

7.1.5 Allegations regarding members of staff at the school must be reported immediately to the headteacher, or in their absence the DSL. The designated safeguarding lead will talk through the concerns. Staff are aware that if they feel they are at risk of an allegation then they must self-report the issue as soon as possible. 61

7.1.6 The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This information needs to be recorded in writing along with the rationale for their decisions and action taken. 62

7.1.7 A good low-level concerns policy will simply be a reflection and extension of the school's or college's wider staff behaviour policy/code of conduct. 62

7.1.8 Manor will make a referral to LADO on receipt of the third Low-level staff concern against a member of staff for review and advises. 62
7.1.9 In line with the Staff Low-Level policy: 62
7.1.10 The Headteacher manages all concerns or allegations that may meet the harm threshold. This part of the guidance is about managing cases of concerns/allegations that might indicate a person would pose a risk of harm 125 if they continue to work in their present position or any capacity with children in a school or college. In this part (section one) of the guidance reference is made to 'allegation' for ease. 62
7.1.11 This part of the guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has: 62
7.1.12 Any allegations concerning the headteacher should be referred to the Trust COE Paul Eckley using the contacts details set out in the key information section of this policy. 62
7.1.13 Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day. Contact details for the LADO for Trafford can be found in Appendix 4. 62
7.1.14 Initial discussions with the LADO will consider the nature of the allegation and the next steps. 62
7.1.15 Whilst the setting does not directly employ supply staff, we will ensure allegations are dealt with properly. In no circumstances will our setting decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing Body will discuss with the agency as to whether it is appropriate to suspend the supply teacher or redeploy them to another part of the school, whilst they carry out their investigation. 62
7.1.16 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. 63
7.1.17 The Managing Allegation 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). 63
7.1.18 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: 63

- *engaged in relevant conduct in relation to children and/or adults,* 63
- *satisfied the harm test in relation to children and/or vulnerable adults; or* 63
- *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.* 63

7.1.19 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 mst consider whether to refer the case to the Secretary of State, (via the Teaching Regulation Agency) 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. 63

7.1.20 Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out above. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children 63

7.1.21 As part of their whole school approach to safeguarding, the school ensures that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. 63

7.1.22 Where there is a risk of significant harm, the school directs staff to refer to the Government's statutory guidance "Working together to Safeguard Children" 64

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 64

7.2 EXCEPTIONAL CIRCUMSTANCES (CLOSURES, PARTIAL CLOSURES, HOME LEARNING) 64

7.2.1 At Manor if we find that there is a need to close or partially close the school and offer home learning we will ensure that any communication, information sharing, and the use of online learning platforms is in line with privacy and data protection requirements. 64

7.2.2 All communication with pupils, parents, and carers will take place using school communication systems; for example, school email accounts, school direct text systems, and online learning portals. There may be occasions where staff are asked to make 'keeping in touch' phone calls with families and in these situations, staff are told to phone from a school line or if this isn't possible to withhold their phone number. A summary of the phone conversation is shared with a relevant member of the SLT. 64

7.2.3 There is an expectation that staff and pupils will engage with home learning by adhering to the principles described in our existing staff code of conduct, pupil behaviour policy, online acceptable behaviour policy, and remote learning policy. Where we have issued additional

guidance in relation to online working, this will be circulated via school systems and staff will be advised accordingly. 64
7.2.4 Staff and pupils will be advised how to share concerns with a member of the SLT as part of any alternative arrangements. 64
7.2.5 The school has made the decision not to use any live video lessons as part of our remote learning package. 64
7.2.6 Staff are told to ensure that the content of any third-party websites, videos, etc is appropriate before recommending their use to pupils and parents. 64
7.3 SITE SAFETY 64
7.3.1 We take the safety of staff and pupils seriously and have in place a range of measures to protect and promote the well-being of all on-site. This includes controlled access to our premises such as; undertaking appropriate checks, signing visitors in and out, and issuing guidance on acceptable conduct on site. 64
8 CONTROLLING ACCESS TO SCHOOL PREMISES 64
8.1.1 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. 64
8.1.2 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. 65
8.1.3 A school can either: 65
9 USE OF SCHOOL OR COLLEGE PREMISES FOR NON-SCHOOL/COLLEGE ACTIVITIES 65
9.1.1 If we hire or rent out the school facilities/premises to organisations or individuals (for example community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe. 65
9.1.2 When services or activities are provided by the school, under the direct supervision or management of staff, our arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. 65
9.1.3 The governing body or proprietor will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. 65
9.1.4 The governing body or proprietor ensures safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. 65
10 GOVERNING BOARD DUTIES AND RESPONSIBILITIES 65

10.1.1 The Governing Board fully recognises its responsibilities concerning safeguarding and promoting the welfare of children in accordance with Government guidance and pays particular regard to Keeping Children Safe in Education (2023). *65*

10.1.2 The Governing Board has agreed processes that allow them to monitor and ensure that the school: *65*

10.1.3 Have robust safeguarding procedures in place-this includes online safety and acceptable use policies *66*

10.1.4 Operates safer recruitment procedures and appropriate checks are carried out on newly appointed staff and other adults working on the school site. *66*

10.1.5 Have procedures for dealing with allegations of abuse against any member of staff or adult on site. *66*

10.1.6 Has appointed a member of the Leadership Team (Dave Wood) DSL who is designated to take lead responsibility for dealing with safeguarding and Child Protection issues. *66*

10.1.7 Will take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements. *66*

10.1.8 Is supported by the Governing Board nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair. *66*

10.1.9 Carries out an annual review of the safeguarding policy and procedures. *66*

10.1.10 Carries out an annual safeguarding Audit in consultation with the Governing board, sharing this with Trafford's safeguarding Children Board on request. *66*

11 OTHER RELATED POLICIES **66**

11.1.1 The school takes safeguarding seriously and understands this policy is over-arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school. *66*

12 GLOSSARY **67**

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2 Purpose and Principles

2.1 This document aims to ensure that all stakeholders know the arrangements that The Sovereign Trust (hereinafter referred to as 'the school' ', the academy' or 'the college)' has 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.

2.2 This policy has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2023, and any other relevant UK legislation and government guidance, which has been read and is followed by

2.3 Governing bodies of maintained schools (including maintained nursery schools) and colleges;

2.4 Proprietors of independent schools (including academies, free schools, and alternative provision academies) and non-maintained special schools. In the case of academies, free schools, and alternative provision academies, the proprietor will be the academy trust;

2.5 Management committees of pupil referral units (PRUs); and

2.6 Senior leadership teams.

2.7 This policy applies at all times when the school is providing services or activities directly under the management of the school staff.

2.8 It is publicly available on the school's website, and a printed copy can be made available via the school office.

2.9 The policy reflects Trafford Strategic Safeguarding Partnership Multi-agency safeguarding arrangements.

2.10 The policy is consistent with all other policies adopted by the "governing bodies and proprietors", which should be read in conjunction with the following policies relevant to the safety and welfare of children:

3 Key Information

3.1 Language

3.1.1 Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and acting to enable all children to have the best life chances.

3.1.2 Early Help refers to mechanisms 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.

3.1.3 Child Protection is the activity undertaken to protect specific children suffering significant harm or are likely to suffer.

3.1.4 Staff refers to all working for or on behalf of the School in either a paid or voluntary capacity and will be used from this point on in this document.

3.1.5 Child refers to all children and young people who have not yet reached the age of 18.

3.1.6 Parent refers to birth parents and other adults who are in a parenting role, including step-parents, foster parents, carers, and adoptive parents.

3.2 Recognising and Responding to Safeguarding Needs

3.2.1 All staff have seen and understand the Trafford level of harm and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance, all staff receive regular training and updates to help them identify when a child is vulnerable. We ensure that the most appropriate referrals are made on time. We seek to work transparently with our families and, where appropriate, will share our concerns directly with parents and indicate possible support routes. We actively support multi-agency approaches when supporting children and families. We do this based on an awareness that early help and intervention can prevent future escalation of any presenting issues. We aim to provide information from the child's point of view in the context of their lived experience as evidenced by observations or information provided. Where staff have concerns, they will always alert the DSL.

3.2.2 In our academies, we have staff that are trained and can support colleagues to identify and respond to:

- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Children missing education
- Domestic abuse
- Peer relationship abuse
- Child-on-Child abuse
- Children at risk of radicalisation
- Emotional wellbeing & mental health

- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
- Self-Harm
- Female Genital Mutilation
- Forced Marriage
- Young carers
- The potential additional needs of some learners such as Looked After Children (LAC), children who have been previously LAC, those who have Special Educational Needs or Disabilities (SEND) and children whose families are seeking asylum.
- How an Education Health Care (EHC) plan links with other safeguarding processes

3.3 Roles and Responsibilities

3.3.1 Safeguarding and promoting the welfare of children and young people is everyone's responsibility. Everyone who comes into contact with children, their families, and carers have a role to play in safeguarding them and promoting their welfare. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt and restorative action. In line with this understanding, any adult working or volunteering in the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way and to respond to this recognition promptly and appropriately.

3.3.2 To fulfil this responsibility effectively, all professionals should ensure their approach is child-centreed. This means that they should consider, at all times, what is in the best interests of the child. (Voice of the Child)

3.3.3 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.**

3.3.4 Robust systems have been established in our academies for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known, will be treated seriously and confidentially. The school ensures all staff are updated on safeguarding issues frequently across the year:

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

Name	Role
Name	CEO of the Trust Paul **Eckley** Contact Telephone: 0161 532 3251 (0508) Contact Email: peckeley@manoracacdemysale.org
Name	Nominated Governor for Safeguarding **David Sutcliffe** Contact Telephone:0161 532 3251 Contact Email: dsutcliffe@manoracademysale.org
Name	Headteacher: **Pam Symonds** Contact Telephone: 0161 532 3251 (Ext: 0605) Contact Email: psymonds@manoracademysale.org
Name	Designated Safeguarding Lead (DSL) – **Dave Wood** (senior member of staff, from the school leadership team) Contact Telephone: 0161 532 3251 (Ext: 0215) Contact Email: dwood@manoracademysale.org
Name	Deputy Designated Safeguarding Lead (DDSL) – **Naomi Harries** (senior member of staff, from the school leadership team) Contact Telephone:0161 532 3251 (Ext: 0605) Contact Email: nharries@manoracademysale.og
Name (maintained and academies *delete if appropriate*)	Designated Teacher (Pupils who are looked after) – **Naomi Harries** Contact Telephone:0161 532 3251 (Ext: 0605) Contact Email: nharries@manoracademysale.org

Name	Role
Name *(not mandatory delete if appropriate)*	Senior Mental Health Lead: **Pam Symonds** Contact Telephone: 0161 532 3251 (Ext: 0605) Contact Email: psymonds@manoracademysale.org
Name *(not mandatory delete if appropriate)*	Digital Safety Lead: Dave Wood Contact Telephone: 0161 532 3251 (Ext: 0215) Contact Email: dwood@manoracademysale.org

3.3.6 All staff working in our academies (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 or the deputy, who are both members of the school's leadership team. Both DSL and deputy have the appropriate status and authority within the school to carry out the duties of the post.

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

3.3.8 The Designated Safeguarding Lead (DSL) is also the first point of contact for external agencies that are carrying out Child Protection investigations and safeguarding enquiries.

3.3.9 The Designated Safeguarding Lead coordinates the school's representation at multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. The DSL is also responsible for their school's contribution and commitment to any plans, team around the family, core groups, or other assessments. These meetings include:

Team around the Family Meetings (Early Help)

- Social Care Strategy Meetings
- Child in Need Meetings
- Initial Child Protection Conferences
- Review Child Protection Conferences

3.3.10 The Designated Safeguarding Lead will also ensure written reports are submitted for relevant multi-agency meetings (relevant meetings named above).

3.3.11 When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding 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 or 3 of the Level of Need). If that is provided, then our Designated Safeguarding Lead Deputy will coordinate the support for that process.

3.3.12 The purpose of the DSL is to ensure that the welfare of the child is paramount.

3.3.13 The school is committed to ensuring that all children are protected from harm in all its forms, regardless of their age, gender, ability, culture, race, language, religion, or sexual identity. All staff and volunteers are equally responsible for acting on concerns, suspicions, or disclosures that lead them to suspect or understand a child may be at risk of harm.

3.3.14 As part of our duty of care, we also work to ensure that pupils and staff involved in safeguarding and child protection issues receive appropriate support. In line with Keeping Children Safe in Education 2023, we work with a range of partners and adhere to local practice guidance supported by Trafford Safeguarding Children Partnership.

3.3.15 All staff, volunteers, and sessional workers are required to adhere to our Code of Conduct (including the use of ICT and social media). All staff, volunteers, and sessional workers understand what to do if there are concerns or allegations about any adult working or volunteering in our school during or outside of the normal school day.

3.3.16 The school will ensure that every member of staff and person working on behalf of the School:

- Knows the name of the DSL and any deputies, understands his/her role and responsibilities, and how to contact them.
- Understands they are responsible for referring safeguarding and child protection concerns.
- Will receive training at the point of induction so that they know:
- Their personal responsibility/Staff Code of Conduct/Teaching standards
- TSSP child protection procedures and how to access them
- The need to be vigilant in identifying cases of abuse at the earliest opportunity
- How to support and respond to a child who discloses abuse/ significant harm
- Their duty concerning unsafe practices of a colleague
- The DSL will disclose any information about a pupil to other members of staff only on a ‘need to know’ basis

3.3.17 The school will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate

3.3.18 The school will ensure that parents understand their obligations regarding Child Protection by intervention as and when appropriate

3.3.19 To develop effective links with relevant agencies in relation to safeguarding (child protection)

3.3.20 To ensure that, where there are unmet needs, an assessment of early help is initiated

3.3.21 To send appropriate representatives to case conferences, core groups, and child protection review meetings.

3.3.22 Where a member of staff is concerned that a child is in immediate danger or is at risk of harm, they should report this to the Designated Safeguarding Lead or their Deputy without delay. A written record will be made of these concerns immediately following the disclosure/concern being raised.

3.3.23 Where staff have conversations with a child who discloses abuse, they follow the basic principles:

- Listen, remain calm, and r**eassure**
- **Never ask** a child if they are being abused
- Make a **record of the discussion** to include time, place, persons present, and what was said (in their own words)
- Advise you will have to **pass the information** on
- **Never record** a child (video or audio)
- **Never undress** a child to examine them physically
- **Allow time** and provide a quiet space for support
- **At no time you promise confidentiality** to a child or adult.

3.3.24 The Academy will notify any Lead Social Worker if:

- A pupil subject to a Child Protection Plan (CPP) **is excluded** (fixed term or permanent)
- There is an **unexplained absence** of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP
- If a **child is missing** and there is a need to follow Trafford's policy and any statutory guidance on Children Missing Education (CME)
- Where **additional concerns** arise

3.3.25 We understand that parents often hold key information about incidents, allegations or concerns; therefore, in the majority of situations, the Designated Safeguarding Lead or key staff member of school staff will speak to the parents and gain their consent to discuss any matters with other relevant agencies. There will be very few instances where speaking to the parents could further endanger the child. In those situations, they would still consult/refer but will have clearly recorded reasons for not gaining parental consent.

3.4 Early Help

3.4.1 If our school identifies emerging needs or if other professionals identify emerging needs, and/or the family themselves and the school is best placed to provide a single agency response to the presenting need(s), we will do so under the banner of Early Help. We will utilise our internal support network to support our students and families and document the Early Help actions and support put into place. This is just for cases that are at Level 2 of the Level of Need.

3.4.2 When engaging other services outside of our school to form part of a Team around the Family, we will utilise Trafford's Early Help Assessment to ensure this is formalised in a consistent way for all agencies involved at that point. Where necessary, the school will complete an Early Help Assessment to identify specific needs that require the assistance of other services outside of the school.

3.4.3 Arrangements are in place to ensure that at least one person who is a trained designated safeguarding lead is available when children are taking part in school-led activity; this includes before and after school clubs and other extra-curricular activities, both during and out of term time.

3.4.4 If a child is in immediate danger or there is a concern regarding FGM, contact will be made with the police via 999. **The NPCC - When to call the police** assists the designated safeguarding leads in understanding when they should consider calling the police and what to expect when they do.

3.4.5 If a child is identified as a Child in Need or a Child at Risk of being subjected to significant harm, including children being harmed in contexts outside the home, a referral will be made to Trafford Children's First Response via the online referral form.

3.4.6 Whilst any professional can make a referral to children's social care in school, we expect all staff, where practically possible, always to 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 give 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. Employees may be required to work from home, where possible, or an alternative place of work, if available. Line Managers will advise them of any such requirement. Such employees will receive their normal pay.

3.4.7 All verbal conversations that take place regarding safeguarding concerns, discussions and decisions made will promptly be recorded using the school CPOMS recording system; these records include:

- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions reached and the outcome.

3.4.8 Where there is a safeguarding concern, the academy/school ensures the child's wishes and feelings are considered (voice of the child) 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.

3.5 Information Sharing

3.5.1 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting our children's welfare, including their educational outcomes. The academy/school has clear powers to share, hold and use information. This includes arrangements that set out clearly the processes and principles for sharing information within the academy/school and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

3.5.2 Our school is proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of our children, whether this is when problems are first emerging or when a child is already known to the local authority children's social care.

3.5.3 The school is aware that, among other obligations, the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

3.5.4 All information is handled in accordance with the Trust'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', and the 7 principles of information sharing within that document.

3.5.5 The school acknowledges the findings of Serious Case Reviews, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. The DSL ensures that s/he has information from SSS Training and Judicium concerning learning reviews and that this information is passed on to staff to promote improvement in safeguarding. As part of our ongoing culture of vigilance and development, we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our pupils and staff. Employees who arrive late or ask to leave early will usually be expected to make up for any lost time. However, Line Manager/SLT have the discretion to waive this requirement in minor cases or (in the case of lateness) where they are satisfied the employee has made a genuine attempt to arrive on time.

3.6 Missing or Missing from Education

3.6.1 Instances of children who are missing from education are dealt with under the school's Children Missing from Education policy, which sets out the school's approach to tackling this issue and the steps the school will take when a child has poor attendance and/or is regularly missing.

https://www.gov.uk/government/publications/missing-children-and-adults-strategy

3.6.2 To assist with the above and other incidents, the school will request two emergency contacts for each child to ensure the school has other means of contacting a key adult, should one be unavailable for any reason. Employees absent from work due to extreme weather or other travel disruptions are not entitled to be paid for the time lost.

3.7 The use of 'Reasonable Force'

3.7.1 Manor will always look to de-escalate any situation. However, there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

4 Creating a Safeguarding Culture

4.1 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 and staff.

4.2 It is important to us at the school that all children feel safe and supported in our setting.

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

4.4 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.

4.5 Within the curriculum pupils are taught about E-Safety, sexualisation and consent, bullying, friendships, relationships, and the dangers of strangers. pupils are taught how to manage situations they do not feel

comfortable in and how to ask for support or guidance from both adults and peers. They are taught across the subjects throughout the school year. The teaching is set to be age-appropriate and supportive of pupils with additional needs. They are given strategies to use to help diffuse situations and perform restorative meetings when situations do arrive.

4.6 Mental Health and Wellbeing

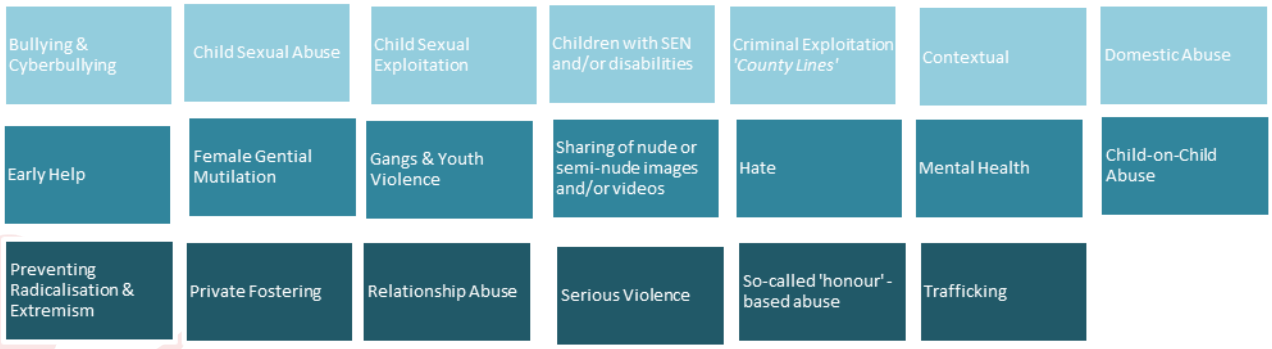
4.6.1 KCSIE 2023 reminds us of the importance of understanding emotional wellbeing and mental health and the relevance of these to the safeguarding agenda. We have developed a School Wellbeing Policy that all staff are made aware of.

4.6.2 Our staff are reminded that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. They are also aware of how children's lived experiences, can impact their mental health and wellbeing, behaviour, and education. Where staff is concerned that a child or young person may be experiencing issues or displaying behaviour that causes concern, they will report this to the DSL in accordance with the school's safeguarding procedures.

4.7 Categories of Abuse

4.7.1 All Staff are aware of the categories of abuse, which are:

4.7.2 The definitions of these 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 listed below:



4.7.3 The definitions of the above can be found in the glossary. Information and learning relating to the above topics is made available 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.

4.7.4 Additional to the above, the school recognises the significant impact domestic abuse can have on children and young people.The school recognises that children can be victims of domestic abuse by witnessing it or experiencing it within their own intimate relationships. The school has signed up to Operation Encompass.

4.7.5 Operation Encompass is an agreement between Greater Manchester Police and schools within Trafford. This agreement facilitates the sharing of information relating to domestic incidents where children live or frequent. A flowchart explaining the process for sharing information through Operation Encompass can be found in Appendix 1.

4.7.6 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 a female under 18 years old to the police.

4.7.7 School staff are familiar with behavioural indicators that may signal children are at risk from, or are involved with, serious violent crime. Staff are aware that where they have concerns they should report them in line with their training: KCSIE 23, Child Protection, FGM (all on SSS Training platform), All cases of known or suspected 'Honour-based' Abuse will be reported via the school's normal channels and the appropriate professional advice sought and external referrals completed

4.7.8 If a member of staff becomes aware of a private fostering arrangement they will notify the Designated Safeguarding Lead or their deputy as soon as possible. All known or suspected Private Fostering Arrangements will be reported to children's social care in the area where the child resides. Private Fostering is defined in the glossary.

4.8 Child-on-Child Abuse

4.8.1 In line with our strong commitment to Safeguarding, at The Sovereign Trust, we believe that all children have a right to **learn in a safe environment**. Our staff recognise that children of any age or gender can be capable of abusing other children, which can happen both **inside and outside** of school and **online**. This behaviour will be dealt with in line with our Behaviour Policy. This child-on-child abuse can include, but is not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse
- Sexual violence and harassment

[4] 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).

- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as Sexting
- or youth produced sexual imagery)
- Upskirting
- Initiation-type violence and rituals

4.8.2 All of the above are **examples of abuse** and should never be tolerated or passed off as "banter," "just having a laugh" or "part of growing up." We recognise that the **gendered nature** of child-on-child abuse makes it more likely that girls will be victims and boy's perpetrators.

4.8.3 We **minimise the risk** of child-on-child abuse through our extensive **PSHE curriculum and pastoral** programmes, including assemblies and other key messages. All staff understand the importance of **challenging inappropriate behaviours** between peers and **their role in preventing and responding** to child-on-child abuse. Our staff understand that even if there are no reports of child-on-child abuse in our school, it does not mean child-on-child abuse is not happening-it may be the case that it is just not being reported.

4.8.4 Any cases of **"child-on-child"** abuse will be **thoroughly investigated**, with the victim always being taken seriously and given appropriate support. Support will take the child's wishes the "voice of the child" into account and can include increased pastoral support, a mentor, access to counselling and a referral to external services. We will liaise with the police and children's social care as necessary. Where there has been a report of sexual violence, an immediate risk assessment will be made, considering the needs of the victim, the alleged perpetrator and our other pupils. All allegations of child-on-child abuse will be **recorded in our safeguarding files.**

4.8.5 Incidents of bullying will be dealt with via the schools Child-on Child abuse policy and/or 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 from external partners, it will be. The schools Designated Safeguarding Lead will consult **children's social care** 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.

4.8.6 In respect of **sexual violence and sexual harassment between children**, the school takes a proactive approach to **prevent** such incidents from taking place. We incorporate **healthy relationships** and **British values** into our curriculum in an age appropriate way, and with consideration for a more **personalised or contextualised approach** for more vulnerable children, victims of abuse and some SEND children. Also, from September 2021 we have included Relationships and Sex Education and Health Education in the school timetable, in line with DfE guidance and the national curriculum.

4.8.7 When incidents of **sexual violence and sexual harassment** occur, the school's, response is ultimately decided on a **case-by-case basis**, with the designated safeguarding lead (or a deputy) taking the lead role. They use their **professional judgement** and are 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 for those affected. The designated safeguarding lead will respond in accordance with **Part five of KCSIE 23:** child on child sexual violence and sexual harassment guidance and the departmental advice.

4.8.8 The school adopts the **UK Council for Child Internet Safety guidance** 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' in respect of our response to image/video sharing. 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.

4.9 Child Reporting

4.9.1 Our school's arrangements for consulting with, listening, and responding to pupils are that we make sure that our children know that members of staff are always prepared to listen to them. Children are made aware that they can **report any concerns** verbally to any member of staff, and we will act upon this. There are a range of ways and **opportunities for pupils to report** to staff including:

- Pupil Suggestion via **"Student Voice"** – Each class has representation.
- **Form time** – pupils have 20 minutes with their form tutors in the morning and 10 minutes with form tutors in the afternoons.
- All pupils have a **trusting adult** that they can talk to within school.
- We have a **Pupil Pastoral Support team** who support students throughout the day for a range of reasons.
- We have clear systems for **making referrals** for interventions where needed, including referrals to the Pastoral Team.
- **School council** – if students feel that they cannot speak to an adult they can speak to a representative from their year group or they will be encouraged to talk to a friend.
- Our school website has information signposted for our students about bullying and useful websites for support. Manor Academy https://thesovereigntrust.uk/
- We complete an **annual questionnaire** with all pupils to get their views and opinions about the school.
- We have annual **'Pupil voice' group sessions** where we target particular groups within the school i.e. Vulnerable, KS3, KS4, girls, boys, etc.
- We are supported by the Sensory Support Service in school who support our deaf and blind pupils to be able to communicate effectively.
- The **Annual Education Review** process allows students the opportunity to express their views about their education and time in school.

[5] Teaching about relationships, sex, and health - GOV.UK (www.gov.uk)

[6] Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)

4.9.2 Channels of **communication with parents** are kept open at all times. The Pupil Pastoral Support team, our Senior staff with reduced teaching timetables, are always available to listen and respond to parents/carers, either in person at the school or by telephone or email. **Other avenues for communication include:**

- All form tutors make **initial phone calls home** within the first few weeks of the academic term to introduce themselves to parents/carers.
- **Staff contact information** is sent out annually and is also available on the school website.
- Staff who are form tutors are encouraged to make at least **half-termly parental contact** for all students in their form groups.
- We send a **text message** to all parents/carers
- Staff are encouraged to send **'Praise postcards'** home regularly.
- **Annual review meetings.**
- Pupil Profiles – parents are sent an update sheet once a year for them to **communicate any changes** regarding their child.
- **Annual Parents evening.**
- **Parents Open evening** in Term 1 of each academic year
- Year 7 **Transition meetings** and open evening.
- **Post 16 information evenings.**

4.10 Safer Use of the Internet and Technology

4.10.1 The school recognises that in a modern learning environment, the use of the Internet, multimedia devices, and digital imaging facilities are part of everyday requirements. However, a child/young person's safety will remain the priority of the school.

4.10.2 It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

4.10.3 Filtering and monitoring will reduce students' risk of being exposed to inappropriate online material; however, there will continue to be circumstances where children are exposed to online risk at home, with their peers, and in the community.

The 4Cs

4.10.4 There are four main risks that are present online. Each app or game will include some, or indeed all of the below.

- CONTENT: being exposed to illegal, inappropriate, or harmful content. For example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- CONTACT: being subjected to harmful online interaction with other users. For example: peer-to-peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial, or other purposes.
- CONDUCT: online behaviour that increases the likelihood of, or causes, harm. For example, making, sending, and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images, and online bullying.
- COMMERCE: risks such as online gambling, inappropriate advertising, phishing, and or financial scams.

4.10.5 Although students may be adept at technology, it is our responsibility to support them to engage critical thinking skills online and make safe and positive choices.

4.10.6 In line with the DoE guidance regarding Best Practice for Schools:

- Staff will receive online safety training (including filtering and monitoring) at induction and annually thereafter.
- Online safety and the school or college's approach to it is reflected in the Child Protection Policy which includes appropriate filtering and monitoring on school devices and school networks, considering the 4Cs (above)..
- The school governing body/trustees will receive online safety training to enable them to provide strategic challenges. Guidance has been provided by the UK Council for Internet Safety (UKIS) to support this. The guidance can be found here.
- The school and college out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.

- The school aims to equip pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered, and respectful way, so they can reap the benefits of the online world. The DfE guides how to achieve this here.
- School communications are used to reinforce the importance of children being safe online and the school recognises that parents and carers are likely to find it helpful to understand what systems we use to filter and monitor online use. The school recognises the importance of parents and carers being aware of what their children are being asked to do online, including the sites they will be asked to access and be clear about who from the school or college (if anyone) their child is going to be interacting with online.

4.11 Social Media Use Outside of School

4.11.1 In relation to Social media use outside of school, the school recognises that there are many benefits to this form of communication especially for pupils who struggle with social interaction and social communication. However, the school recognises that pupils often struggle to deal with the conflicts that can arise from what is published and shared online.

4.11.2 The school will therefore work with parents to offer advice on how to keep their children safe online, including encouraging conversations, setting expectations, and laying down guidelines for appropriate use.

4.11.3 The school advises parents, through written communication, that what is right in terms of social media use will vary from family to family but some strategies that are known to be successful include:

- Monitoring their phones for the apps that are downloaded
- Enacting parental controls on phones and consoles
- Reviewing the messages, they send on platforms and apps – making monitoring part of a daily or weekly routine
- Setting expectations about what space (preferably communal) and times they have access to devices
- Encouraging them to share or discuss with you what they are doing.

4.11.4 The school has produced a guide for parents regarding social media settings and age restrictions, and this is shared with all parents (appendix 12)

4.11.5 All Staff at the school are aware of the CEOP Online Safety Toolkits which are also available to be shared with parents (appendix 13)

4.11.6 The school will work in partnership with parents to address issues arising from Social media use outside of school through additional teaching during Computing, Citizenship, and Wellbeing lessons, and in 1:1 conversations and teaching opportunities as they arise.

4.12 Mobile phones and other electronic devices

4.12.1 Mobile phones and other electronic devices such as MP3/4 players, iPods, iPads, tablets, and hand-held/portable game consoles are not allowed in school.

4.12.2 Some pupils may need to bring their phones for safety reasons if they travel to school independently and we recognise that some pupils benefit from listening to music on transport in the morning to allow them a calm start to the day. However, where electronic devices are needed electronic devices must be turned off and put away as pupils enter school grounds and the items should be handed in to form tutors in morning registration. Consented searches may be required if form tutors suspect that devices have not been handed in (see below for further details).

4.12.3 If a pupil is seen with an electronic device (other than the moment when they are handing it in or collecting it from their form tutor) or is found to have with-held a device, the device will be confiscated until parents/carers arrange to come to school to meet the pastoral team to discuss the safeguarding concerns caused by this.

4.12.4 Should the pupil be under the age restriction for a particular app that has been used to commit the offence, we may also have to inform the social media platform of this and have the account removed

4.13 Staff Use of mobile phones.

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

4.13.2 Staff will only use mobile phones appropriately. The school will ensure staff has a clear understanding of what constitutes misuse and know how to minimise the risk.

4.13.3 The school will ensure the use of a mobile phone does not detract from the quality of supervision and care of children.

4.13.4 The school will ensure all mobile phone use is open to scrutiny.

4.13.5 The school will ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.

4.13.6 School will ensure staff is responsible for their behaviour regarding the use of mobile phones and understand how to avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.

4.13.7 The school will ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.

4.13.8 Staff will adhere to the school policy on the recording of images and the use of equipment

4.13.9 In relation to Work mobile phones:

- To protect children, we will ensure that the work mobile:
  - Is only used by allocated people.
  - Is protected with a password/ PIN and clearly labelled.
  - Is stored securely when not in use.
  - Is not used in areas such as toilets, changing rooms, nappy changing areas, and sleep areas.
  - If used for taking photographs, the images are deleted regularly and are taken in line with prior written parent/carer permission.

In relation to personal mobile phones: To protect children, staff will ensure that personal mobiles:

- Are stored securely [in locked drawers or desks or on staff's person] and will be switched off whilst staff are on duty.
- Are not used to taking pictures of the children attending the setting or that images are not shared.
- Will not be used to take photographs, video, or audio recordings in our setting.
- Are not used to contact parents or children –exception will only be by agreement with the SLT.
- Visitors are not permitted to use mobile phones or other camera/internet-enabled devices without the express permission of the Headteacher. Signs in the reception area clearly state this.

4.14 Cameras: Photography and Images

4.14.1 Most people who take or view photographs or videos of children do so for entirely innocent, understandable, and acceptable reasons. However, due to cases of abuse to children through taking or using images, the school ensures that there are safeguards in place. To protect children, we will:

4.14.2 Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays).

4.14.3 Ensure the school's designated camera is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).

4.14.4 Ensure that children are appropriately dressed, and only use the child's first name with an image.

4.14.5 Ensure that personal cameras are not used to take photographs, video, or audio recordings in our school without prior explicit consent from the school. There is clear guidance for staff for residential trips, and advice from SLT must be sought. Ensure that all images are stored securely, and password protected. Where images are stored the setting will register with the Information Commissioner Office (ICO), in accordance with data protection laws.

4.14.6 Ensure where professional photographers are used, we have taken appropriate steps such as DBS checks, references, and parental consent before photographs being taken.

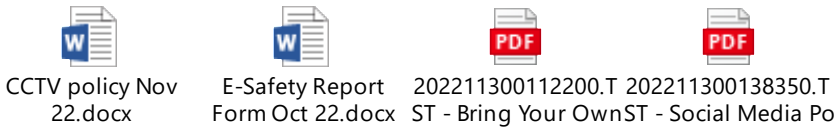
4.14.7 Ensure 'acceptable use' rules regarding the use of cameras and camera-enabled devices by children are embedded in practice.

4.14.8 Ensure the use of cameras including the use of school CCTV system is closely monitored and open to scrutiny.

4.14.9 Staff are provided training and support regarding the school's Social Media Policy

4.14.10 School has put into place policies to cover this section, in conjunction with the school's Behaviour Policy.

https://www.the-trust-governor.co.uk/documents/202303171405200.202103051331480.Behaviour%20policy%20V2.pdf



4.14.11 The procedures contained in these policies apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Manor Academy.

4.14.12 We expect that this policy takes primacy over other agency policies when work is being delivered on this site or on our behalf, as we maintain a duty of care to all in our school community. Any expected exception to this must be named and negotiated ahead of work being undertaken. Colleagues from partner agencies who are based in our school adhere to school policies regarding reporting concerns, safer working practice and the use of ICT.

4.14.13 Any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with school policy.

4.15 Prevent

4.15.1 Prevent is one of the four core elements of the Government's CONTEST strategy for countering terrorism. This focuses on early intervention through strategies which reduce the likelihood of individuals supporting a violent or extremist ideology or becoming terrorists. Prevent applies to all forms of extremism including far right extremism.

4.15.2 The Government's Prevent Strategy is made up of three key objectives which build on elements of previous Prevent programmes:

- Ideologies – to challenge the ideology that supports terrorism and those who promote it. This includes individuals or groups whose public speaking or published material condones, justifies or glorifies terrorist violence or fosters hatred between communities in the UK
- Individuals – there is evidence from a number of cases tried in the UK and elsewhere that vulnerable individuals can become radicalised towards terrorism. Prevent should equip agencies and communities to recognise and support these individuals
- Institutions – Several sectors are more vulnerable to extremism. These include education, health, criminal justice, charities, and faith. To this extent Prevent must be a multi-agency initiative with local authorities playing a key role in coordinating delivery

The Trafford Prevent referral form is available here:

https://www.traffordsafeguardingpartnership.org.uk/Docs/Trafford-National-Referral-form.docx

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 that 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 fundamental British values and enabling them to voice and challenge views in a safe space.

The school understands that children with needs and disabilities can face additional safeguarding challenges. We ensure that staff has knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

- **Assumptions that indicators** of possible abuse such as behaviour, mood, and injury related to the child's disability without further exploration;
- Children with SEN and disabilities being **disproportionally impacted** by behaviours such as bullying - without outwardly showing any signs
- **Communication barriers** and difficulties in overcoming these barriers

4.15.3 We regularly review our training and practice to enable staff to respond to these specific needs. (This training is completed on the SSS training platform under “Prevent”)

4.15.4 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and into adulthood. Staff are aware of how these children’s experiences, can impact their mental health, behaviour, and education

4.15.5 All staff are aware of the indicators, which may signal children are at risk from or are involved with serious violent crime. Advice for the school is provided in the Home Office’s Preventing youth violence and Gang Involvement and its Criminal Exploitation of children and Vulnerable Adults: county lines guidance.

4.15.6 A ‘7-minute briefing’ by Trafford Safeguarding Partnership is cascaded to all staff:

https://www.traffordsafeguardingpartnership.org.uk/Docs/Prevent-7-Minute-briefing.pdf

4.16 Children Missing out on Education and Missing from Education

4.16.1 Under section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences. At Manor Academy, we follow Trafford’s Pupil Absence team procedures for dealing with children who go missing from school. All staff are aware that children going missing, particularly repeatedly, are potentially vulnerable to harm including abuse and neglect, such as sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, or risk of forced marriage.

4.16.2 We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child’s destination is unknown when they have left our school, we ensure we carry out all necessary checks and refer them as a child missing from education.

4.17 Supporting Vulnerable Pupils

4.17.1 The school will endeavour to support vulnerable pupils through:

- Its ethos and culture which promotes a positive, supportive, and secure environment; giving pupils a sense of being valued.
- Its behaviour policy is aimed at supporting vulnerable pupils in school. All staff will agree on a consistent approach, working to support children in developing positive behaviour.
- Liaison with other appropriate agencies that support the pupil.
- Developing supportive relationships.

- Recognition that children living in difficult home environments are vulnerable and need support and protection.
- Monitoring pupil welfare, keeping accurate records, and notifying appropriate agencies when necessary.
- Ensuring designated safeguarding staff and their team have the opportunity to attend face-to-face TES training and network updates regarding risks such as – but not limited to child sexual exploitation, domestic violence, drugs/alcohol substance misuse, and Female Genital Mutilation.
- Ensuring information is transferred safely and securely when a pupil with a child protection record moves to another school. Also notifying Key Workers or Social Workers when a child leaves the school (as appropriate).

ouf[1] Mental health and behaviour in schools - GOV.UK (www.gov.uk)

[1] Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk)

4.18 Reporting Concerns

4.18.1 Manor Academy follows Trafford Safeguarding Procedures and Policies. (TSSP)

4.18.2 All staff are made aware of what to do if a child tells them he/she/they are being abused, exploited or neglected including Child-on-child abuse. Staff are trained 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.

4.18.3 All staff are aware of the need 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.

4.18.4 All staff should be aware that children can abuse other children (often referred to as Child on Child abuse). This can happen both inside and outside of school or college and online. All staff must recognise the indicators and signs of Child-on-child abuse and know how to identify it and respond to reports.

4.18.5 All staff 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).

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

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

4.18.8 All staff recognise that it is their professional duty to report safeguarding issues, without the expectation of anonymity as soon as possible to the designated Safeguarding Lead or the deputy, DSL or the head teacher.

4.18.9 The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

- Used fairly and lawfully
- For limited, specifically stated purposes
- Used in a way that is adequate, relevant, and not excessive
- Accurate
- Kept for no longer than necessary
- Handled according to people's data protection rights
- Kept safe and secure

4.18.10 Any concerns about a child will be recorded in writing as soon as possible. The inability to record a concern should not delay the sharing of urgent information to the DSL (police or social care if required) verbally. Written records should then be made as soon as possible.

4.18.11 All records will provide a factual, evidence-based account using the child's words. Timely, accurate recording of every episode/incident/concern/activity/action will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from the Children's Social Care First Response Senior Advisor for Safeguarding in Education (SASE) or the Local Area Designated Officer (LADO), whenever necessary.

4.18.12 There is always a DSL available who has the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out the role.

4.18.13 The DSL will contact First Response immediately (alongside any other emergency or support services that may be required).

4.18.14 In the case of poorly explained serious injuries/injuries causing concern or where behaviour or concerns arouse suspicion or if in any doubt, the DSL should contact First Response for advice.

4.18.15 The DSL will keep written (electronically or by hand), signed, timed, and dated records detailing any disclosures and action taken as near to the time of disclosure as possible even when no investigation is undertaken. Should First Response agree to initiate a referral verbally, a Child Protection Referral Form will still be required within 24 hours.

4.18.16 Allegations are recorded using "Staff Safe on the CPOMS system and always shared directly with the Head Teacher. Where an allegation of abuse is made against any member of staff/ volunteer, deputy, or designated safeguarding person, the Headteacher will speak with the Local Authority Designated Officer (LADO) at the Safeguarding Children Unit to discuss the next steps.

4.18.17 If the allegation is against the Head Teacher, the Chair of Trust CEO should be contacted immediately, who will seek advice from the LADO. If the allegation is against both the Head and CEO then the LADO should be contacted directly by the DSL. No member of staff will conduct their investigation or pass on information to the alleged perpetrator. Professionals can contact the LADO directly if they feel it is more appropriate to do so.

4.19 Whistleblowing

4.19.1 "Whistleblowing" describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds.

TST - Whistleblowing Poli

Trafford CYP professionals guide - Nov 2022.fv.pdf

4.19.2 All members of staff are aware of the school/college Whistleblowing procedure and are aware of their duty to report concerns about the conduct of a colleague that could place a child at risk.

4.19.3 School staff can also contact the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection processes (0800 028 0285).

4.19.4 Where the school has a statutory duty to refer to the Disclosure and Barring Service (DBS) it will do so ensuring that the LADO and the Senior Advisor for Safeguarding in Education are aware.

4.19.5 Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2023" and SSCP, LADO, and HR Policy, procedures, and guidance.

4.19.6 All staff and other adults on site are aware of the need to maintain appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.

4.19.7 Adequate risk assessments are in place including for extended school/wrap-around provision, volunteers, work placements and holiday activities (directly related to school).

4.19.8 Staff are clear how to raise a concern, and where, when appropriate, to find 'whistleblowing' policies. They are also confident of how to report concerns of misconduct.

4.19.9 Complaints can normally be dealt with informally with the teacher concerned or the Headteacher. If, following this, parents/carers are still dissatisfied then there are more formal procedures. These ensure that all complaints receive, fair, full, and speedy consideration. Full details can be found in the School's Complaints Policy.

5 Staff Learning and Development

5.1.1 Learning about safeguarding and child protection (including online safety) is given a high priority at the school. Expertise is extended effectively and internal capacity is built up through performance management. Managers ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school, and off-site, and the requirement to ensure children are taught about safeguarding, including online safety.

- All members of staff, volunteers, and governors are trained in safeguarding and child protection issues as part of their induction process and continued professional development by the Designated Safeguarding Lead.
- The procedures relating to safeguarding and child protection are discussed with all staff annually as
- part of CPD and INSET and delivered by the Designated Safeguarding Lead.
- A record of staff training is kept within the school, which identifies who has attended the training and the content of the session.
- A copy of the latest version of Keeping Children Safe in Education 23 is shared with all staff via email and hard copies are available in the staff room. A copy is available on the Staff shared drive Area. Specific training on KCSIE is incorporated into the annual DSL training. Staff complete a FULL training on SSS Training platform to check their understanding of KCSIE
- The Designated Safeguarding Lead may update staff on a 'need to know' basis throughout the school year with regard to individual students.
- 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 has a comprehensive induction, which includes reading and understanding:

- Information sharing: advice for practitioners who are providing safeguarding services
- Part one (or Annex A if appropriate) of 'Keeping children safe in Education 2023'
- School Behaviour Policy
- School Policy for Children Missing from 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 safeguarding lead
- Trafford's Early Help process

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

- Designated Safeguarding Lead
- Mental Health Champion
- Domestic Abuse Champion etc.
- Designated Teacher for Looked After Children

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

- TSSP Termly Safeguarding in Education Bulletins
- TSSP Multi-Agency Learning and Development Programme
- TSSP Bulletin including monthly and quarterly learning updates
- **TSSP youtube and soundcloud**
- 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
- In-house training
- Video
- Workbooks
- NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors

5.1.4 Staff development and awareness in respect of safeguarding are given the highest priority across the school to ensure we all fully understand and implement the national and local agenda. All our staff and volunteers are required to read Keeping Children Safe in Education (KCSIE) All staff are required to undertake annual safeguarding training and update training in line with KCSIE 2023.

5.1.5 Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' and we ensure that staff and volunteers always adhere to a published code of conduct and other relevant professional standards. This extends to before and after school activities.

5.1.6 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.

5.1.7 Safeguarding policy 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.

6 Safer Recruitment and Safer Working Practices

6.1.1 The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2021, 22, and 23 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). The school ensures that

all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

6.1.2 This is done through Operating Safer Recruitment practices including:

- Application and interview process
- Appropriate disclosure and Barring Service (DBS) and reference checks,
- verifying identity, academic and vocational qualifications,
- obtaining professional references,
- checking previous employment history
- ensuring the person has the right to work in the UK.
- Social Media checks (at the interview stage)

6.1.3 In line with statutory guidance, we maintain a single central record of evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by a member of the SLT.

6.1.4 All staff are required to disclose any convictions, cautions, court orders, reprimands, and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).

6.1.5 Supply teachers are informed of expectations regarding behaviour and behaviour management. Any concerns relating to supply teachers or others will be passed to the LADO and or others as required.

6.1.6 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 completed to a satisfactory level. The same rigor is applied when appointing volunteers.

6.1.7 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
Social Media Checks (At the interview stage)	Confirmation of suitability
Overseas police checks (if appropriate) follow the right government guidance following the UK's exit from the European Union Government website	(independent schools, including academies and free schools – 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)

6.1.8 A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the school's single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file. Best practice is to check the name on their birth certificate.

6.1.9 Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate.

6.1.10 Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and the need to treat information confidentially.

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

6.1.12 More information can be found in Appendix 2 relating to when a barred list check would be carried out and paragraph 229 in KCSIE.

6.1.13 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.

6.1.14 Individuals who have lived or worked outside the UK will undergo the same checks as all other staff in the school). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, the school will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.

7 Managing allegations against professionals who work with children

7.1.1 In line with KCSIE 23, all concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, including members of staff, supply teachers, volunteers, and contractors, are dealt with in line with the school's management and review of low-level staff concerns using "Staff Safe system" on CPOMS. The school has a Staff Low-Level Concern Policy that all staff are aware of.

https://manoracademysale-my.sharepoint.com/:w:/g/personal/dwood_manoracademysale_org/EQ4_AEWpupVEtjEok3yZzL0B-C_bG2WVQjRqYC9XOECYug?e=FjZS5u

7.1.2 An allegation is any information that indicates an adult who works with children and young people under 18 (paid or voluntary staff) may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in such a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

7.1.3 This applies to any child the member of staff has contact with in their personal or professional life. All staff are reminded of the school's "Whistleblowing Policy", which may be found on a shared drive

7.1.4 The NSPCC whistleblowing details are in Appendix 4.

7.1.5 Allegations regarding members of staff at the school must be **reported immediately** to the headteacher, or in their absence the DSL. The designated safeguarding lead will talk through the

concerns. Staff are aware that if they feel they are at risk of an allegation then they must **self-report** the issue as soon as possible.

7.1.6 The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This information needs to be recorded in writing along with the rationale for their decisions and action taken.

7.1.7 A good low-level concerns policy will simply be a reflection and extension of the school's or college's wider staff behaviour policy/code of conduct.

7.1.8 Manor will make a referral to LADO on receipt of the third Low-level staff concern against a member of staff for review and advises.

7.1.9 In line with the Staff Low-Level policy:

7.1.10 The Headteacher manages all concerns or allegations that may meet the harm threshold. This part of the guidance is about managing cases of concerns/allegations that might indicate a person would pose a risk of harm 125 if they continue to work in their present position or any capacity with children in a school or college. In this part (section one) of the guidance reference is made to 'allegation' for ease.

7.1.11 This part of the guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may
- pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

7.1.12 Any allegations concerning the headteacher should be referred to the Trust COE Paul Eckley using the contacts details set out in the key information section of this policy.

7.1.13 Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day. Contact details for the LADO for Trafford can be found in Appendix 4.

7.1.14 Initial discussions with the LADO will consider the nature of the allegation and the next steps.

7.1.15 Whilst the setting does not directly employ supply staff, we will ensure allegations are dealt with properly. In no circumstances will our setting decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing Body will discuss with the agency as

to whether it is appropriate to suspend the supply teacher or redeploy them to another part of the school, whilst they carry out their investigation.

7.1.16 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.

7.1.17 The Managing Allegation 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).

7.1.18 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:

- engaged in relevant conduct in relation to children and/or adults,
- satisfied the harm test in relation to children and/or vulnerable adults; or
- 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.

7.1.19 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, (via the Teaching Regulation Agency) 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.

7.1.20 Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out above. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children

7.1.21 As part of their whole school approach to safeguarding, the school ensures that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

7.1.22 Where there is a risk of significant harm, the school directs staff to refer to the Government's statutory guidance "Working together to Safeguard Children"

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

7.2 Exceptional Circumstances (closures, partial closures, home learning)

7.2.1 At Manor if we find that there is a need to close or partially close the school and offer home learning we will ensure that any communication, information sharing, and the use of online learning platforms is in line with privacy and data protection requirements.

7.2.2 All communication with pupils, parents, and carers will take place using school communication systems; for example, school email accounts, school direct text systems, and online learning portals. There may be occasions where staff are asked to make 'keeping in touch' phone calls with families and in these situations, staff are told to phone from a school line or if this isn't possible to withhold their phone number. A summary of the phone conversation is shared with a relevant member of the SLT.

7.2.3 There is an expectation that staff and pupils will engage with home learning by adhering to the principles described in our existing staff code of conduct, pupil behaviour policy, online acceptable behaviour policy, and remote learning policy. Where we have issued additional guidance in relation to online working, this will be circulated via school systems and staff will be advised accordingly.

7.2.4 Staff and pupils will be advised how to share concerns with a member of the SLT as part of any alternative arrangements.

7.2.5 The school has made the decision not to use any live video lessons as part of our remote learning package.

7.2.6 Staff are told to ensure that the content of any third-party websites, videos, etc is appropriate before recommending their use to pupils and parents.

7.3 Site Safety

7.3.1 We take the safety of staff and pupils seriously and have in place a range of measures to protect and promote the well-being of all on-site. This includes controlled access to our premises such as; undertaking appropriate checks, signing visitors in and out, and issuing guidance on acceptable conduct on site.

8 Controlling Access to School Premises

8.1.1 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.

8.1.2 The school should tell an individual in writing that they've been barred or they intend to bar them. 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.

8.1.3 A school can either:

- bar them temporally, until the individual has had the opportunity to formally present their side; or
- tell them they intend to bar them and invite them to present their side by a set deadline.
- 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.
- The Department for Education (DfE) does not get involved in individual cases.
- We don't knowingly allow any person on to school grounds who:
- is a convicted sex offender, subject to the notification requirements of the Sexual Offences Act 2003; or
- is subject to a Risk of Sexual Harm Order, Sexual Risk Order or Child Abduction Notice.
- 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.

9 Use of school or college premises for non-school/college activities

9.1.1 If we hire or rent out the school facilities/premises to organisations or individuals (for example community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.

9.1.2 When services or activities are provided by the school, under the direct supervision or management of staff, our arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case.

9.1.3 The governing body or proprietor will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate.

9.1.4 The governing body or proprietor ensures safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

10 Governing Board Duties and Responsibilities

10.1.1 The Governing Board fully recognises its responsibilities concerning safeguarding and promoting the welfare of children in accordance with Government guidance and pays particular regard to Keeping Children Safe in Education (2023).

10.1.2 The Governing Board has agreed processes that allow them to monitor and ensure that the school:

10.1.3 Have robust safeguarding procedures in place-this includes online safety and acceptable use policies

10.1.4 Operates safer recruitment procedures and appropriate checks are carried out on newly appointed staff and other adults working on the school site.

10.1.5 Have procedures for dealing with allegations of abuse against any member of staff or adult on site.

10.1.6 Has appointed a member of the Leadership Team (Dave Wood) DSL who is designated to take lead responsibility for dealing with safeguarding and Child Protection issues.

10.1.7 Will take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.

10.1.8 Is supported by the Governing Board nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.

10.1.9 Carries out an annual review of the safeguarding policy and procedures.

10.1.10 Carries out an annual safeguarding Audit in consultation with the Governing board, sharing this with Trafford's safeguarding Children Board on request.

11 Other Related Policies

11.1.1 The school takes safeguarding seriously and understands this policy is over-arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

- Attendance Policy
- Data Protection
- Staff Behaviour Policy (Code of conduct)
- Staff Handbook
- E-Safety & Acceptable User Policy
- Anti-Bullying Policy (includes Cyber Bullying)
- Confidential Reporting (whistleblowing) Policy
- Complaints Policy
- Prevent Duty Policy

Lettings Policy V1.1 2023-2024.pdf

12 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	Anti bullying policy Dec 22.pdf Behaviour that is Defined and covered in our anti-bullying policy- Online & Gaming Safety The internet and internet gaming are enjoyed by many people and are often activities families can enjoy together. However, use of the internet and online games isn't without risk. As part of our approach to online safety we will support pupils and their families in understanding the potential risks of online activity and how best to avoid them. We will work with parents and carers to support them in the following: • Understanding the appropriateness of games and apps • location and access to information and resources for adults and pupils • teaching e-safety in the curriculum • offering parental information and advice sessions • raising awareness of online grooming • teaching our children how to report abuse or concerns Parental advice is available here- https://www.thinkuknow.co.uk/11_13/Need-advice/Gaming/ Anti-Bullying Policy In school, we ensure that we have suitable filtering and monitoring systems in place, as described in *Keeping Children Safe in Education 2023.* We use systems in school called '– "Netsweeper" and "I Cloud" these systems flag up any words or searches deemed inappropriate by students and/or staff. Where necessary individuals are challenged and incidents followed up. Schools operate a filtering service that blocks access to inappropriate sites. Pupils do not have unsupervised access to the internet in lessons or at break/lunch time. Staff are periodically reminded to be vigilant in monitoring student use. The system is reviewed every half term by DSL and IT manager, and actions set

Term	Meaning
Child abuse linked to faith or belief (CALFB)	Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in: • Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs) • The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context) • Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies • Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.
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.
Child Criminal Exploitation	Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation
Children with Special	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.

Term	Meaning
Educational Needs and/or disabilities	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 forms 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 the 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	Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience and work to the following definitions: All school staff are aware that abuse, neglect and safeguarding issues are rarely standalone events th be covered by one definition or label. In most cases, multiple issues may overlap with one another. It may include not giving the child opportunities to express their views, deliberately silencing t or 'making fun' of what they say or how they communicate. 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 • sexual • financial • emotional
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.

Term	Meaning
	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 from 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)	All Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware of potential indicators that a child or young person may be at risk of FGM and will act accordingly on any concerns or disclosures. We will also follow national guidance on mandatory reporting requirements.
Breast Ironing:	Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts. Where such abuse is suspected or disclosed staff will follow safeguarding and child protection systems.
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).
Serious Youth Violence	Serious youth violence (including Knife crime) has a huge impact on children and the communities in which they live. It is a societal problem and it cannot be tackled by schools or single agencies alone. In our school, we will seek to support, help, and protect children on the school site, and to teach our children/young people about the dangers of weapons/knives and other related dangers. We understand that violence and knife crime do not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities. If we become aware that a child or young person is vulnerable, we will use the most appropriate interventions and pathways to address

Term	Meaning
	these needs such as; completing an Early Help Assessment, Child protection referral or support from Trafford Youth Offending Service.
The criminal exploitation of children:	The criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs
Human trafficking	Is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation." **Any** child transported for exploitative reasons is considered to be a trafficking victim. As a school we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes. In addition to Greater Manchester guidance we also refer to Criminal exploitation of children and vulnerable adults: County Lines.
Hate	Hostility or prejudice based on one of the following things: • disability • race • religion • transgender identity • sexual orientation. https://educateagainsthate.com/
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.

Term	Meaning
Sharing of images/videos	Consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.[2] They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Mental Health and Wellbeing	KCSIE reminds us of the importance of understanding emotional wellbeing and mental health and the relevance of these to the safeguarding agenda. We have developed a School Wellbeing Policy that all staff are made aware of. Our staff are reminded that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. They are also aware of how children's lived experiences, can impact their mental health and wellbeing, behaviour, and education. Where staff are concerned that a child or young person may be experiencing issues or displaying behaviour that causes concern, they will report this to the DSL's in accordance with our safeguarding procedures. 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). https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
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.

[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
	https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims
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 carers failing to: • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate caregivers). • 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: info@operationencompass.org
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. All staff must 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, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be

Term	Meaning
	caused when a parent or carers 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. https://educateagainsthate.com/radicalisation-and-extremism/ https://educateagainsthate.com/radicalisation-and-extremism/?utm_source=KCSIE&utm_medium=GOVUK&utm_campaign=CED
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** A relatively small and transient social grouping 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."

Term	Meaning
	It's not illegal for a young person to be in a gang – there are different types of 'gangs' 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 behavior 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. Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk) Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and it may adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) **and are never acceptable**. It is important that **all** victims are taken seriously and offered appropriate support. We understand that reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students, and school and college staff are supported and protected as appropriate. We take reports of sexual

Term	Meaning
	harassment and sexual violence seriously and will always act to address reports and concerns we do this by: • Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; • Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia and flicking bras, and lifting skirts. Dismissing or tolerating such behaviours risks normalising them; and • Understanding that all the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. Ensuring we have a whole school/college approach (especially preventative education). • We adhere to Government guidance as described in Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf and local guidance including harmful sexual behaviours presented by children and young people. We will always make referrals as appropriate and ensure our staff are trained and informed of our approaches to this matter. • We have included specific questions in our pupil focus groups around the topic of sexual harassment and sexual violence at Castle Hill to establish our students' understanding. • Staff have received specific training during INSET about managing cases of sexual harassment/violence in school and have been updated regarding the latest OFSTED findings and the current guidance for schools.
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, abduction, fraud, deception, 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.
Complex Safeguarding	Complex safeguarding is used to describe criminal activity (often organised) or behaviour associated to criminality, involving often vulnerable children where there is exploitation and/or a clear or implied safeguarding concern.

Term	Meaning
	In Trafford domestic abuse has been included within this definition in acknowledgement of the similarities between the process of grooming and controlling victims of domestic abuse and those subject to complex abuse and the need for a specialist and sensitive approach to working with children and families at the highest risk of all these areas of concerns to reduce risk and effect positive outcomes. Stockport family has agreed that the following areas are encompassed within complex safeguarding: • Domestic Abuse including honour-based violence and forced marriage • Child Sexual Exploitation (CSE) • Serious Organised Crime – including Child Criminal Exploitation (CCE) • Modern Slavery and Trafficking • Female Genital Mutilation • Radicalisation and Extremism
Child Sexual Exploitation	**Child Sexual Exploitation** (CSE): is a form of child sexual abuse, it involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts or money) as part of a grooming process. Ultimately, this results in them engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. All staff are alert to possible indicators and will raise concerns as appropriate. We take a proactive approach to preventative work by: • Working with Trafford Team Together • CSE is a topic covered as part of our Pupil Voice Form Time curriculum – this covers issues around Healthy Relationships using the Real Love Rocks resource. • All staff receive CSE awareness training as part of the annual Safeguarding CPD training delivered by the DSL. • Raising awareness with posters and displays around school and in the staff room. • Regularly liaising with our allocated School Link Social Workers. • Hosting termly Team Around the School Meetings and inviting multi agency representatives. • Use of Restorative approaches in school. • Opportunities for students to talk openly or report concerns via form tutor or concerns box. • Good use of support staff for additional interventions including Learning Mentor, Pupil Support Team, Social Communication Intervention team. • Positive links with Multi agency services including SRE Team, Children with Disabilities Team, HYMs, School Age Plus.

Term	Meaning
	Children and young people who harm others (also referred to as child on child abuse)**:** We understand that safeguarding issues can manifest themselves via child-on-child abuse. This may include: • Bullying (including cyberbullying), • Gender-based violence/sexual assaults
Up skirting	The Department for Education sees upskirting as a form of **Child-on-Child abuse** so schools now have an additional requirement to include reference specifically to upskirting in their policies. "What may seem like harmless fun can have deeper consequences for both the victim and the perpetrator and everyone should be made aware of this."
Sexting	**Youth-produced sexual imagery** (self-generated inappropriate images) Sexting' describes the use of technology to share sexual and sexually implied content. This content includes texts, photos of partial nudity and sexual images or video. This could be shared between partners, peers and strangers. Individuals may use a range of technology to share the content. *The sharing of naked pictures is not a new thing but the speed with which you can share & the potential audience size has dramatically changed as a result of the online world.* Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images. This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management. On this basis this advice introduces the term 'sharing rudes'and semi rudes' and uses this instead of 'sexting.' This is to ensure clarity about the issues this advice addresses. 'Youth produced sexual imagery' best describes the practice because:

Term	Meaning
	'Youth produced' includes young people sharing images that they, or another young person, have created of themselves. 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context. 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document) *Sexting in schools & colleges: responding to incidents and safeguarding young people* There are several definitions of 'sexting' but for the purposes of this policy sexting is simply defined as: • Inappropriate images or videos generated by children under the age of 18, or • Of children under the age of 18 that are of a sexual nature or are indecent. • These images are shared between young people and/or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may or may not know • Up skirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that Manor Academy applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason, the Designated Safeguarding Lead or the deputy (or Headteacher in the absence of the DSL's) needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy. Further advice can be found here:

Term	Meaning
	http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx
Whistleblowing	**Our school has a whistleblowing procedure- Please see** TST - Whistleblowing Poli It is important to note that is part of a professional's duty to report safeguarding issues, without the expectation of anonymity. Safeguarding and whistleblowing should not be confused. "Safeguarding" refers to reporting concerns designed to protect children from harm and acting to enable all children to have the best outcomes. In contrast "whistleblowing" describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds. All members of staff are aware of the school/college Whistleblowing procedure and are aware of their duty to report concerns about the conduct of a colleague that could place a child at risk. School staff can also contact the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection processes - 0800 028 0285. Where school has a statutory duty to refer to the Disclosure and Barring Service (DBS) it will do so ensuring that the LADO and the Senior Advisor for Safeguarding in Education are aware. Complaints can normally be dealt with informally with the teacher concerned or the Headteacher. If, following this, parents/carers are still dissatisfied then there are more formal procedures. These ensure that all complaints receive, fair, full and speedy consideration. However, the needs for these procedures are very few. Full details can be found in our Complaints Policy.

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.

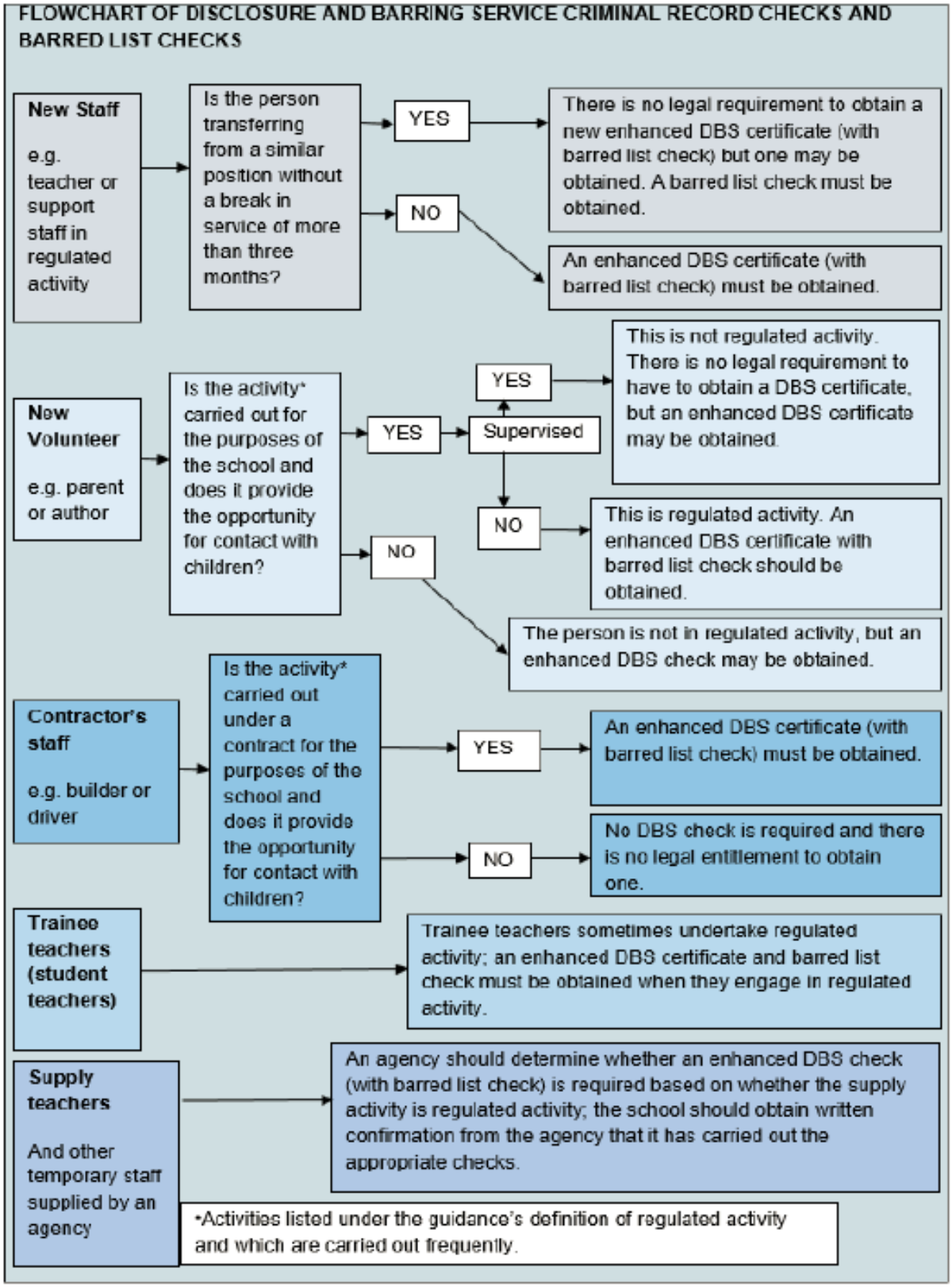
Every effort will be made to ensure this notification is sent before 09:00. In instances where the police officer does not send the notification the GMP Safeguarding Team are continuing to send these.

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.

Appendix 2 - DfE flowchart on DBS checks and barred list checks



Taken from DfE statutory guidance Keeping children safe in education, September 2023

Appendix 3 - HM Government guidance -What to do if you're worried a child is being abused

Advice for practitioners Government website

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 FirstResponse@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
Counter Terrorism Policing North West (CTPNW) Channel Team 0161 856 6362 channel.project@gmp.police.uk	NSPCC Whistleblowing Helpline NSPCC website 0800 800 500
Child Criminal Exploitation and County Lines	Criminal exploitation of children and vulnerable adults: County Lines
Domestic Abuse	http://www.nationaldomesticviolencehelpline.org.uk/ https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets

Trafford Children's First Response 0161 912 5125 FirstResponse@trafford.gov.uk	Local Authority Designated Officer (LADO) Anita Hopkins: 0161 912 5024 FirstResponse@trafford.gov.uk
Mental Health	Contact: Pam Symonds Head teacher https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 Kooth_Qwell GreaterManchester_
Serious Violence	Greater Manchester police on 999 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/698009/serious-violence-strategy.pdf

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

Government website

https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

http://preventforfeandtraining.org.uk/

https://www.gov.uk/government/publications/channel-guidance

https://www.foundationonline.org.uk/course/index.php?categoryid=8&_gl=1*1fukih8*_ga*MjExMjExNjExNS4xNjM2OTgxMzcx*_ga_6F0PEMWK3W*MTYzNjk4MTM3MC4xLjEuMTYzNjk4MTM3MC4w

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

Schools Model
Safeguarding Staff Inc

Appendix 8 - Trafford Strategic Safeguarding Partnership 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 9 - Trafford Children Social Care Protocol of Assessment

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

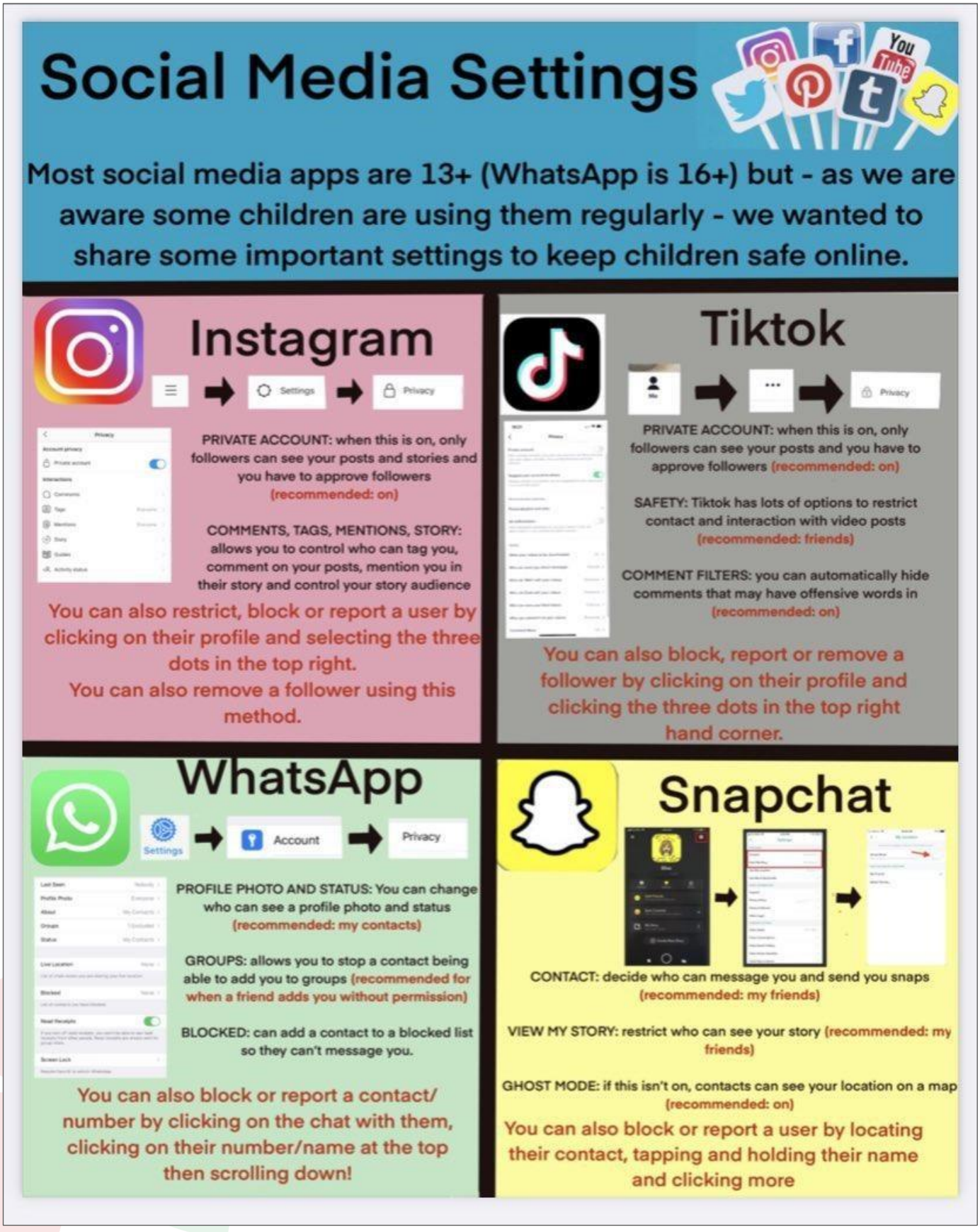
Appendix 10 - Trafford Multi- Agency Safeguarding Arrangements

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

Appendix 11 – Flowchart of Procedures for Responding to Safeguarding Concerns

Flowchart-of-proced
ures-for-reporting-sa

Appendix 12 – Digital Media Settings and Age Restrictions (Guide for Parents)



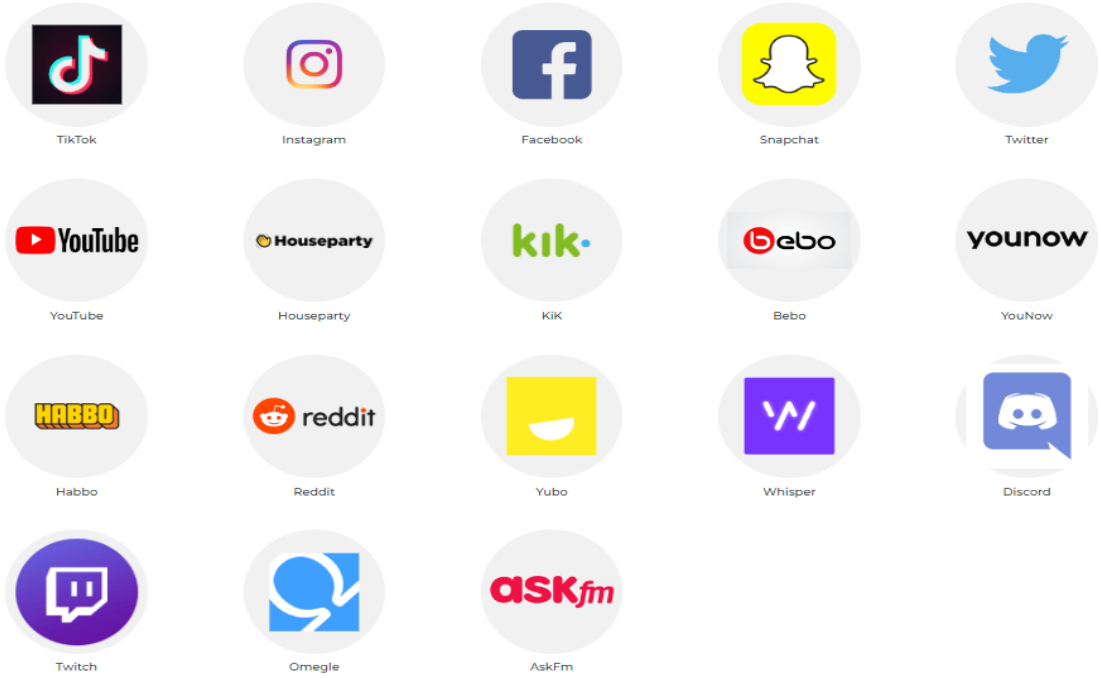
At what age can my child start social networking?

As a parent, it's important you know that all social media platforms and messaging apps have age limits. Some social networks use technologies that may not be right for some ages or engage with communities made up of people much older than your child.

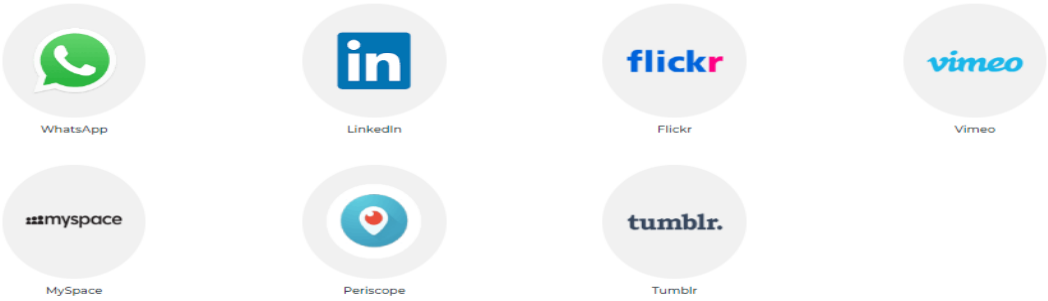
Minimum age on top social media platforms

This guide to the most common social networks your child might be on serves as a guide. Each link will take you to the age reference page of the social networking platform.

13 year olds and upwards



16 year olds and upwards



Not suitable for under 18 year olds

Clubhouse

Monkey

Meet Me

Live.me

Tagged

YOLO

Apps for parents to protect and monitor their child's phone:

FamiSafe	1. FamiSafe iOS Parental Control https://famisafe.wondershare.com/
bark	2. Bark Parental Control for iOS https://www.bark.us/
	3. Boomerang iPhone Parental Control https://useboomerang.com/
Net Nanny® A SafeToNet company	4. NetNanny iPad Parental Control https://www.netnanny.com/ios/
	5. Mobicip iPad Monitoring App https://www.mobicip.com/parental-controls/ios-ipad
Kaspersky Safe Kids	6. Kaspersky Safe Kids Parental Control https://www.kaspersky.co.uk/safe-kids
Mobistealth	7. Mobistealth https://www.mobistealth.com/
Qustodio	8. Qustodio iOS Parental Control https://www.qustodio.com/en/
SCREENTIME	9. ScreenTime Parental Control https://screentimelabs.com/
OurPact	10. OurPact https://ourpact.com/

Appendix 14 – Keeping Children Safe in Education 2023

https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf

Appendix 15 - Multi-Agency Public Protection Arrangements (MAPPA) - A two-minute guide

Microsoft Word Document