



Caring, Achieving, Making a Difference Together

Templemoor Infant and Nursery School Child Protection and Safeguarding Policy

2023 - 2024

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* This policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

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PART ONE: POLICY STATEMENT AND PRINCIPLES

INTRODUCTION

Templemoor Infant and Nursery School is committed to the safety and protection of ***all*** children and young people who attend our school. We strive to ensure the provision of a safe and caring environment in which children and young people can develop educationally, socially and emotionally, safe from fear and free from harm.

At Templemoor Infant and Nursery School, safeguarding and promoting the welfare of children permeates *all* aspects of school life and is **everyone's responsibility**. All staff, volunteers, coaches and governors are committed to developing and maintaining a '**culture of vigilance**'. They are proactive - ensuring signs and symptoms of abuse or neglect are identified and reported promptly. The school is alert to ensure that the opportunity for those wishing to cause harm to children is drastically reduced. Staff are trained to maintain an attitude of '**it could happen here**' and children are directly taught about how to share their worries and fears, as part of our Rights Respecting School work and Personal, Social and Health Education curriculum and Relationships curriculum. In order to fulfil this responsibility effectively, we adopt a **child-centred** and **coordinated** approach. This means that we consider, at all times, what is in the **best interests of the child**. Safeguarding systems and procedures are oriented around the wishes, feelings and best interests of children. We seek to give children a 'voice', listen to what they say, take them seriously and work collaboratively in order to meet their needs. It should be remembered however that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Our school aims to provide a positive, stimulating, caring and safe environment which promotes the social, physical, emotional and moral development of each child. We work hard to maintain a safeguarding ethos and culture whereby children feel safe and are safe whilst at school. The school also assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

DEFINITION OF SAFEGUARDING

Safeguarding and promoting the welfare of children is defined as: Child (ren) means everyone under the age of 18. Statutory guidance 'Working Together to Safeguard Children' (2018) defines safeguarding and promoting welfare as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical 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

PURPOSE AND PRINCIPLES

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

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – 'Keeping Children Safe in Education' (September 2023) and any other relevant UK legislation and government guidance.
- applies at all times when the school is providing services or activities directly under the management of the Templemoor Infant and Nursery School staff (including Breakfast, After School and Holiday Club).
- is publically available on the school's website, and a printed copy can be made available via the school office.
- Reflects Trafford Strategic Safeguarding Partnership Multi-agency safeguarding arrangements.

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

- Keeping Children Safe in Education Part One, and Annex A (2023)
- Rights Respecting Behaviour Policy
- Anti-Bullying Policy
- Staff Code of Conduct
- Online Safety Policy
- Intimate Care Policy
- Whistleblowing Policy
- Preventing Extremism and Radicalisation Policy
- Safer Recruitment and Selection Policy
- Children Missing from Education Policy
- Complaints Procedure
- Data Protection Policy
- Attendance and Punctuality Policy
- Visitors to School Policy
- Volunteer Policy
- Designated Teacher Policy

EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see Part 5, page 36)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see Part 5, page 36)

OUR CORE VALUES, LEARNING POWERS AND RIGHTS RESPECTING ETHOS

Our Core Values

Through installing of our core values, we create a positive culture for keeping children safe which is based upon valuing ourselves, each other and the environment.

Our school values support the development of the whole child. Our core values are reinforced and demonstrated throughout our school day and activities.

Our Core Values are:

CARING - We care for and respect each other.

ACHIEVING - We love to learn and achieve.

MAKING A DIFFERENCE - We make a difference in our world.

TOGETHER - We have fun working together.

Our Super Learning Powers

Building Learning Power supports our pupils to embrace our school's values of 'Caring, Achieving and Making a Difference Together'. Our school super learners help children when thinking about the qualities of a good person and being a good learner and they link very closely with our school Rights Respecting and Growth Mindset ethos.

Ready Rex – ready to learn, has everything they need and will always try their best.

Tough Tortoise – doesn't give up and keeps going even when things are tricky.

Resourceful Squirrel – knows who to ask for help and knows where to find things that helps when learning and playing.

Safe Spike – uses kind words and actions, tells a trusted adult if something is worrying them and keeps our school environment tidy and safe.

Healthy Henry – eats healthily, drinks lots of water, likes to exercise and get lots of sleep.

Wise Owl – asks lots of questions, loves to learn new things and learns from mistakes.

Respectful Raccoon – has lovely manners, treats everyone with kindness, respects other peoples differences, looks after our school environment, listens carefully to others.

Eco Elephant – reuses, recycles, and reduces.

Our Rights Respecting Ethos

At Templemoor Infant and Nursery School we are a Rights Respecting School. We adhere to the UN Convention of the Rights of the Child and we believe that every child has the right to be treated as an individual and protected from harm. Whilst celebrating the diversity of our school community we will also ensure that every child is treated equally and supported to be safe, happy and to achieve their potential both academically and personally.

This policy reflects our commitment to supporting children to have their right:

To life and to be healthy (Article 6)

To say what they think should happen and be listened to (Article 12)

To be looked after and kept safe (Article 19)

To be looked after properly if they can't live with their own family (Article 20)

To live in the best place for them if they can't live with their parents (Article 21)

To have access to good food and water and see a doctor if they are ill (Article 24)

To learn and go to school (Article 28)

To be protected from doing things that could harm them (article 36)

ROLES AND RESPONSIBILITIES

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

Judith Davenport	Chair of Governing Body Contact Telephone: 0161 969 1622 Contact Email: j.davenport@templemoor.trafford.sch.uk
Judith Davenport	Nominated Governor for Safeguarding (Point of contact for allegations made against the Headteacher) Contact Telephone: 0161 969 1622 Contact Email: j.davenport@templemoor.trafford.sch.uk
Shirley Brown	Acting Headteacher / Designated Safeguard Lead Contact Telephone: 0161 969 1622 Contact Email: admin@templemoor.trafford.sch.uk
Suzanne Cundick	Deputy Designated Safeguarding Lead Contact Telephone: 0161 969 1622 Contact Email: admin@templemoor.trafford.sch.uk
Leah McCartney Stacey Little Clare Warmisham	Deputy Designated Safeguarding Leads (Wrap Around Care) Contact Telephone: 07443 468 842 (Breakfast Club 7:45am to 9am, After School Club 3:15pm to 6pm, Holiday Club 8am to 5:30pm – Monday to Friday only). Contact Email: xclub@templemoor.trafford.sch.uk
Shirley Brown	Online Safeguarding Lead Contact Telephone: 0161 969 1622 Contact Email: admin@templemoor.trafford.sch.uk
Shirley Brown	Senior Mental Health Lead Contact Telephone: 0161 969 1622 Contact Email: admin@templemoor.trafford.sch.uk

School staff have no investigative role where child protection is concerned; this is a matter for children's social care and the police. However, schools do have a responsibility to provide a safe environment in which children can learn and all staff, including volunteers, have a responsibility to act to safeguard and promote children's welfare. Some people have specific and / or additional safeguarding responsibilities, as outlined on pages 7 to 9.

All adults working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the **Designated Safeguarding Lead**, who is a member of the School's Leadership Team.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at Child Protection Conferences and any other relevant meetings (including the submission of

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

Arrangements are in place to ensure that at least one of the Designated Safeguarding Lead trained persons in school is available* when children are taking part in **school led activity**, this includes our Breakfast and After School Clubs, extra-curricular activities and holiday clubs. (*Available means that they are either onsite or contactable on their mobile phone, and can attend school/ activity if needed).

SPECIFIC RESPONSIBILITIES

	RESPONSIBILITIES
<p>HEADTEACHER <i>(In this school the Headteacher is the DSL, or in his/her absence the Deputy Headteacher).</i></p>	<ul style="list-style-type: none"> • The Headteacher will ensure that the policies and procedures adopted by the Governing Body to safeguard and promote the welfare of children are fully implemented and followed by all staff including volunteers; • Ensure that the safe recruitment and selection of staff and volunteers is practiced and the 'Safer Recruitment Policy' is followed; • Be the case manager and liaise with the LA designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer; • Act as the DSL in school and ensure in their absence, that there is always cover for this role during school operating hours; • Ensure that the DSL's access appropriate training which is regularly updated in-line with statutory and Trafford Strategic Safeguarding Partnership (TSSP) guidance; • Ensure that sufficient resources and time are allocated to enable staff to discharge their responsibilities; • Refer cases to the DBS where a person is dismissed or leaves our employment due to risk/harm to a child - this is a legal requirement; • Ensure that all staff receive appropriate safeguarding training which is updated regularly throughout the year; • Lead in such a way as to create an environment where all staff and volunteers feel empowered to raise concerns about poor or unsafe practice and will address any concerns sensitively, effectively and in a timely manner; • Make contact with the Education Welfare Service to discuss persistently absent pupils who are causing a concern and those who go missing from education. • Ensure that relevant staffing ratios are met in the Early Years Foundation Stage. • Ensure that each child in the Early Years Foundation Stage is assigned a key person.
<p>GOVERNORS</p>	<ul style="list-style-type: none"> • The Governing Body take seriously their responsibility under section 11 of the Children Act 2004 and section 157 of the Education Act 2002; • The Governing Body will ensure that a member of the Board is identified as the Designated Governor for Safeguarding and receives appropriate training;

	<ul style="list-style-type: none"> • The identified governor will provide the Governing Body with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead member of staff; • Ensure that the school's Child Protection and Safeguarding Policy is reviewed annually and updated and the school complies with local safeguarding procedures. The Safeguarding Policy is available on the school website; • Ensure that the school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers; • Ensure that the Staff Code of Conduct is reviewed annually; • A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher; • To ensure that enhanced DBS checks are in place for all governors. Two satisfactory professional references are required for all new Governors joining the governing body; • Our governing body will also undertake annual training to ensure they are able to carry out their duty to safeguard all children at our school. • All Governors will read 'Keeping Children Safe in Education' September 2023. • Lead Governor will review our filtering and monitoring procedures at least annually.
<p>DESIGNATED SAFEGUARDING LEAD</p>	<ul style="list-style-type: none"> • Our Designated Safeguarding Lead will refer cases of suspected abuse to children's social care as required using the Trafford Strategic Safeguarding Partnership Level of Need document as outlined in Appendix 8; • Be aware of pupils who have a social worker*; • Support staff who make referrals to children's social care; • Refer cases to the Channel programme where there is a radicalisation concern and/or support staff who make referrals to the Channel programme; • Refer cases where a crime may have been committed to the Police, as required; • Review our filtering and monitoring procedures to ensure they effectively prevent access to harmful or inappropriate content. • Will work with others to ensure that the school's filtering and monitoring systems are functional and effective. • Liaise with staff (i.e. school nurse, IT technicians and SENDCOs) on matters of safety and safeguarding in school, including whether to make a referral by liaising with relevant agencies; • Act as a source of advice, support and expertise for all staff; • As required, liaise with the 'case manager' - as per Part Four of the statutory guidance / Keeping Children Safe in Education 2023) and the designated officer(s) at the local authority (LADO) regarding concerns or allegations about a staff member; • Ensure appropriate representation at and contributions to multi-agency safeguarding meetings by our school, including the provision of written reports in line with TSSP guidance/templates; • Ensure compliance with best practice and statutory guidance in respect of safeguarding record keeping per se and, in particular, the seeking and passing on of relevant information when children

	<p>join and leave our school (this includes written acknowledgement of receipt from receiving schools/professionals);</p> <ul style="list-style-type: none"> • Consider sharing information with the receiving school in advance to the child attending to enable support to be in place when the child arrives at the new setting; • Take the lead on liaising with other agencies and setting up interagency assessments where Early Help is required; • Attend up-dated training every year; • Provide relevant information to the LA on how the school carries out its safeguarding duties by completing an online Section 175 Audit; • Ensure that the Safeguarding Policy is regularly reviewed and up-dated; • Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DFE concerning Safeguarding; • Provide a termly Safeguarding Report to the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised); • During term time the designated safeguarding lead and/ or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in <i>exceptional</i> circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media. <p><i>*The Virtual School Headteacher (VSH) has responsibility to promote the education of children who have a social worker.</i></p>
<p>STAFF, VOLUNTEERS, COACHES, STUDENTS</p>	<ul style="list-style-type: none"> • All staff working in this school (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead. • All staff may raise concerns directly with Trafford Children’s First Response Team. • All staff must be aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school; • All staff are aware that safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead; • All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with; • All members of staff are trained in and receive regular updates in safeguarding, online safety and reporting concerns.

PART TWO: WHAT TO DO IF YOU ARE WORRIED ABOUT A CHILD

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 action.

At Templemoor Infant and Nursery School we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead (or Deputy) will consider the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Any referrals to Children's social care will provide as much information as possible as part of the referral process so that assessments consider such factors and allow any assessment to consider all the available evidence and the full context of any abuse.

Everyone will adhere to the Trafford Strategic Safeguarding Partnership Procedures.

IF YOU HAVE A MENTAL HEALTH CONCERN

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.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps below (Recording and Reporting Concerns).

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action. DSL's can refer to the Department for Education guidance on [mental health and behaviour in schools](#) for further guidance.

IF A CHILD MAKES A DISCLOSURE

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. **Do not promise to keep it a secret.**
- Follow the recording and reporting concerns procedures below.

RECORDING AND REPORTING CONCERNS

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. Robust systems have been established in school for dealing with safeguarding concerns. All allegations, whether suspected or known will be treated **seriously** and **confidentially**.

- Disclosures by children or any cause for concern about a child's safety/welfare must be reported **immediately** to the DSL or the person who acts in their absence. If in exceptional circumstances the DSL or Deputy DSL is not available, this should not delay appropriate action being taken. Speak to a member of the Senior Leadership Team and/or take advice from Trafford Children's First Response Team. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible. **Anyone can make a referral.** Contact details for Trafford Children's First Response Team can be found on safeguarding posters throughout school, on the back of staff lanyards and in appendix 5 of this Child Protection and Safeguarding Policy. If a referral is made, any action taken must be shared with the DSL as soon as possible.
- In the majority of cases, the DSL will be available. Agree with the DSL what action should be taken, by whom and when it will be reviewed.
- All verbal conversations that take place regarding safeguarding concerns will be promptly recorded on CPOMS.
- If a child is in immediate danger, contact will be made with the police. 'When to call the police' produced by the National Police Chiefs Council (NPCC) can be found online.
- If a child is identified as a Child in Need or a child at risk of or being subjected to significant harm, a referral will be made to Trafford Children's First Response Team using the online referral process which can be accessed via the following [link](#). Designated Safeguarding Leads **must** decide on the child / family's Level of Need as outlined in appendix 9, and use the online referral process. Levels of Need are used to determine the kind of support a child or family requires. However, if it is a professional judgement that Trafford Children's First Response requires this information immediately the DSL must call 0161 912 5125. After your discussion you will be advised to return to the Trafford Council website to complete the online form.
- For an overview of the process, please see **appendix 10**, flow chart for raising safeguarding concerns about a child.

Staff should never:

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves.

NOTIFYING PARENTS/CARERS

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made to Trafford Children's First Response Team or any other agency.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead will seek advice from Trafford Children's First Response Team.

EMERGENCY CONTACT NUMBERS

For incidents/emergencies, parents must ensure that the school has **at least two** up to date emergency contacts for their child/children. This is to ensure school have other means of contacting a key adult.

CONFIDENTIALITY AND INFORMATION SHARING

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Safeguarding Lead to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Safeguarding Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

All staff must ensure that confidentiality protocols are followed and information is shared appropriately.

Timely information sharing is essential to effective safeguarding in our school.

Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The Data Protection Act (DPA) 2018 and UK GDPR **do not prevent, or limit**, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Staff must never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or Deputy DSL)

MAINTAINING SAFEGUARDING RECORDS

Templemoor Infant and Nursery School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

Where a child leaves our school, the DSL will transfer the child protection file to the DSL at the next school or education setting within 15 working days of the child going off role. The file transfer summary will be completed, the file will be sent separately from the main pupil file and a receipt obtained. The file, if not being hand delivered, will be placed in a double envelope and marked clearly 'strictly confidential' and have as the addressee, the name of the Designated Safeguarding Lead.

In addition to transferring the file, the DSL will consider whether it is appropriate to share any information with the DSL at the new school in advance of the child leaving. For example, a child who is the victim of abuse to enable ongoing support.

PART THREE: CHILD ABUSE AND NEGLECT

DEFINITIONS AND INDICATORS

Keeping Children Safe in Education (September 2023), defines abuse as:

'A form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children'.*

*Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

In our school, we recognise that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one label and in most cases, there will overlap with one another.

Staff in schools are well placed to identify concerns. Not all concerns are immediately obvious and staff may identify indicators such as changes in emotional presentation, physical presentation, attendance issues and behavioural issues that might indicate that the child is suffering significant harm. Any changes in the baseline behaviour of a child, needs to be discussed with the DSL immediately.

Staff also need to be mindful of what serious case reviews have termed the toxic trio, which looks at the correlation between:

1. parental substance misuse, including alcohol misuse
2. parental mental ill health
3. domestic abuse

All of these issues either collectively or individually will impact on parenting capacity or will need support at any level of the continuum of need or equivalent. As a school, we will closely monitor any child where the toxic trio is a factor.

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



The definitions of which can be found on the following page:

Sexual abuse involves:

- Forcing or enticing a child 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);
- 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;
- Grooming a child in preparation for abuse.
- Sexual abuse can take place online, and technology can be used to facilitate off line abuse.
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) and all staff should be aware of it and of the school's policy and procedures for dealing with it.

Emotional abuse involves:

- The **persistent** emotional maltreatment of a child such as to cause **severe** and persistent adverse effects on the child's **emotional development**. It may involve:
- conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person;
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;
- age or developmentally inappropriate expectations being imposed on children (these may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction);
- seeing or hearing the ill-treatment of another;
- serious bullying (including cyber-bullying),
- Causing children frequently to feel frightened or in danger;
- The exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Physical abuse may involve:

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Fabricated Illness

- The carer does not physically harm the child but reports a clinical story, which is fabricated. This is frequently 'supported' by false specimens e.g. use of menstrual or animal blood;

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 misuse;
- Once a child is born, neglect may involve a parent or carer failing to:
- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

POSSIBLE INDICATORS OF CHILD ABUSE AND NEGLECT

SEXUAL ABUSE	EMOTIONAL ABUSE	PHYSICAL ABUSE	NEGLECT
Age inappropriate sexual behaviour/ knowledge/ promiscuity	Failure to thrive	Unexplained injuries	Tired/listless
	Attention seeking	Injuries on certain parts of the body	Unkempt
Wary of adults/ running away from home	Over ready to relate to others	Injuries in various stages of healing	Poor hygiene
	Low self esteem	Injuries that reflect an article used	Untreated medical conditions
Eating disorders/depression/ self-harm	Apathy	Flinching when approached	Medical appointments missed
Unexplained gifts/ money	Depression/self-harm	Reluctant to change	Constantly hungry or stealing food
Stomach pains when walking or sitting	Drink/drug/solvent abuse	Crying/ instability	Over eats when food is available
	Persistently being over protective	Afraid of home	Poor growth
Bedwetting	Constantly shouting at, threatening or demeaning a child	Behavioural extremes	Poor/late attendance
Recurrent genital discharge / infections	Withholding love and affection	Apathy/depression	Being regularly left alone or unsupervised
Sexually transmitted diseases	Regularly humiliating a child	Wanting arms and legs covered even in very hot weather	Dressed inappropriately for the weather condition
			Having few friends and/or being withdrawn

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

PART FOUR: CHILDREN IN SPECIFIC CIRCUMSTANCES

'Keeping Children Safe in Education' (September 2023), outlines a range of safeguarding issues. Among those are what Trafford Strategic Safeguarding Partnership (TSSP) procedures refer to as Children in Specific Circumstances.

Bullying, including Online Bullying and Cyberbullying	Child Abuse linked to Faith or Belief (CALFB)	Child Criminal Exploitation	Child on Child Abuse	Children Missing in Education	Children who are LGBT	Child Sexual Exploitation	Children with Special Educational Needs, and/or Disabilities	Contextualised Safeguarding
County Lines	Domestic Abuse	Early Help	Extra Familial Harms	Female Genital Mutilation (FGM)	Forced Marriage	Gangs and Youth Violence	County Lines	Hate
Homelessness	Image Sharing	Mental Health	Modern Slavery and Human Trafficking	Preventing Radicalisation and Extremism	Private Fostering	Serious Violence	Sexual Violence and Sexual Harassment between Children	So called Honour Based Abuse

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

BULLYING INCLUDING ONLINE BULLYING AND CYBER BULLYING

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyberbullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. Cyberbullying is the use of mobile phones; instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone. One of the issues with cyberbullying is the increasingly early access to these technologies.

Examples are:

- Encouraging a child to self-harm
- Setting up false accounts and posting within that online account;
- Trolling – the sending of messages that are upsetting or menacing via social media;
- Hacking accounts in order to embarrass the child or cause trouble for them;
- Encouraging voting in an abusive pole;
- Racism, sexism or homophobia;
- Setting up hate sites or groups in relation to a particular child;
- Sharing nudes and semi-nudes (see UK Council for Internet Safety (UKCIS) Guidance: Sharing nudes and semi-nudes (December 2020))

Where we have concerns, we will follow the TSSP procedures relating to bullying.

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 CRIMINAL EXPLOITATION (CCE)

Child Criminal Exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

CHILD ON CHILD ABUSE

At Templemoor Infant and Nursery School we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. Child on child abuse can take many forms including physical (e.g., hitting, kicking, shaking, biting, hair pulling etc.), sexual (e.g. inappropriate touching) and emotional abuse (including bullying and cyberbullying). We recognise that **children are capable of abusing their peers. Abuse will never be tolerated** or passed off as 'banter', 'just having a laugh' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. We also recognise the gendered nature of child-on-child abuse, with girls more likely to be victims and boys' perpetrators. However, all child-on-child abuse is unacceptable and will be taken seriously, with a **zero-tolerance approach**.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour and Anti-Bullying Policies where necessary. This Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sharing nudes and semi-nudes)
- Involves 'upskirting'. Upskirting typically involves taking a picture under a person's clothing without them knowing and with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm. Upskirting is a criminal offence.

If a pupil makes an allegation of abuse against another pupil:

- All concerns will be treated seriously.
- You must record the allegation and tell the DSL, but do not investigate it.
- The DSL will contact Trafford Children's First Response Team and follow its advice, as well as the police if the allegation involves a potential criminal offence, for example 'upskirting'.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services, if appropriate.

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know they can talk to staff confidentially.

- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

CHILDREN MISSING FROM EDUCATION

All children, regardless of their circumstances, are entitled to a full time education that is suitable for their age, ability, aptitude and any special educational needs they may have. Knowing where children are during school hours is an extremely important aspect of safeguarding. A child going missing from education is a potential indicator of abuse or neglect and therefore pupil attendance and absence is closely monitored in our school and poor or irregular attendance is addressed without delay (please see the school Attendance and Punctuality Policy for further details). Our school will inform the Local Authority of any pupil who fails to attend school regularly, or who has been absent without the school's permission for a continuous period of 10 school days or more.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2023) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

CHILDREN WHO ARE LESBIAN, GAY, BISEXUAL OR TRANSGENDER (LGBT)

The fact that a child may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether or not) can be just as vulnerable as children who identify as LGBT.

At Templemoor Infant and Nursery School we endeavour to reduce the additional barriers faced by providing a safe space for children to talk to trusted adults. Our Relationships Education, PSHE curriculum and Rights Respecting ethos teach children about equality, diversity and differences between families in a positive and age-appropriate way.

CHILD SEXUAL EXPLOITATION (CSE)

The definition of child sexual exploitation is as follows:

“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 sexual exploitation: Definition and a guide for practitioners - DfE 2017).

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Staff recognise that any child from any walk of life is vulnerable to CSE, for many children they will not recognise that they are a victim and will often be closer to those abusing them than those trying to help them. Staff recognise that children can be abused in the real world and the virtual world. Research tells us that some children are more vulnerable to CSE; these may include children who are looked after and children with learning disabilities. It is also estimated that a third of victims are boys although research tells us that like child sexual abuse, girls are more likely to disclose than boys.

With regard to consent, some children will believe that they are in a loving relationship, no child, no matter what age can give consent to sexual abuse even where a child may believe that they are engaging voluntarily in sexual activity with the person or persons who is exploiting them. It is not only adults who groom and exploit children and that they can be groomed by peers and/or as part of gang related activity.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Gang-association and/or isolation from peers/social networks
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Self-harm or significant changes in emotional well-being

- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Any concerns re CSE will be reported to the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the Local Authority's children's social care team and the police, if appropriate.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

The school recognises that statistically children with special educational needs and/ or disabilities are most vulnerable to abuse and can face additional safeguarding challenges. Research tells us that they are three times as likely to be abused as a child without a disability is. In our school, we recognise that additional barriers can exist when identifying abuse and neglect for this group of children. In our school we always consider the possibility of abuse particularly relating to this group of children and do not automatically assume that behaviour, mood or injury relate to the child's disability. We recognise that children with SEN and disabilities can be disproportionately impacted by such issues as bullying (including prejudice-based bullying) without showing any outward signs. We are also aware of the potential communication barriers and difficulties in managing or reporting these challenges.

We recognise that as with all children, it is not just the overt signs of abuse that will be looked for, but will be mindful at all times of the possibility of more subtle signs that may indicate a wider range of safeguarding issues such as emotional abuse due to ridicule, financial abuse, Fabricated or Induced Illness (FII).

Our staff work hard to give all children opportunities and a voice and support at any time. Adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Our staff will always consider:

- What do I know about this child;
- What are their developmental age and level of understanding;
- How does their additional needs impact on their development;
- How do I need to adapt my communication to meet the needs of the child;

Our DSL and SENDCO will liaise on a regular basis and as soon as any safeguarding issues are identified, the DSL will make decisions in line with Local thresholds guidance as to what action is taken.

The SENDCO is Mrs Nicola Berry.

CONTEXTUALISED SAFEGUARDING

We recognise safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of school. All our staff but particularly

our Designated Safeguarding Leads (DSL's) will consider the context within which such incidents and or behaviours occur. We recognise this is known as 'contextual safeguarding' and will consider by assessing whether wider environmental factors are present in a child's life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process. We will refer to Trafford Children's First Response Team, the police if appropriate or contact other relevant sources for information.

COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2023) page 142/143.

DOMESTIC ABUSE

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of the abuse; and they are related to the abusive person.

The definition can be found [here](#).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Templemoor Infant and Nursery School recognises the significant impact domestic abuse can have on children and young people, therefore we have signed up to **Operation Encompass**. The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in, heard or been witness to a domestic abuse incident. Following such an incident at home, children will often arrive at school distressed, upset and unprepared for the day. Greater Manchester Police, Trafford social care and key nominated adults in school will work together in partnership to allow the key adults the opportunity of engaging with the child and provide access to silent or overt support that allows them to remain in a safe and secure familiar environment following early reporting to school of a domestic abuse incident. Our nominated key adult is Mrs Shirley Brown. The process for sharing information through Operation Encompass can be found in Appendix 1.

EARLY HELP (Level 2 of the Level of Need)

Providing early help is more effective in promoting the welfare of children than reacting later. 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. Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Schools are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

If Early Help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help Assessment, in some cases acting as the lead practitioner. Referrals for Early Help will require parental consent.

The DSL will keep the case under constant review and the school will consider a referral to the Local Authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

EXTRA-FAMILIAL HARMS

Extra-familial abuse is linked to 'contextual safeguarding'. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate

relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation refers to all procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. **The practice is illegal in the UK.**

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. **Staff must not assume that FGM only happens outside the UK.**

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

FGM Training

Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM). This link can be found [here](#). All teaching and administrative staff complete online training, provided by the Home Office.

Female Genital Mutilation reporting procedures

It is essential that settings take action **without delay**.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Whilst **all** staff should speak to the Designated Safeguarding Lead (or deputy) and First Response with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, **the teacher must report this to the police. The following steps must be taken in the reporting of FGM:**

- Make a report orally by calling 101, the single non-emergency number. (Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate).
- In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.
- Have the following information to hand when calling 101:

Explain that you are making a report under the FGM mandatory reporting duty

- your details:
 - name
 - contact details (work telephone number and e-mail address) and times when you will be available to be called back
 - role
 - place of work
- details of your organisation's designated safeguarding lead:
 - name
 - contact details (work telephone number and e-mail address)
 - place of work
- the girl's details:
 - name
 - age/date of birth
 - address

Throughout the process, you should ensure that you keep a comprehensive record of any discussions held and subsequent decisions made on CPOMS. This will include the circumstances surrounding the initial identification or disclosure of FGM, details of any safeguarding actions which were taken, and when and how you reported the case to the police

(including the case reference number). You should also ensure that the Designated Safeguarding Lead is kept updated as appropriate.

MARRIAGE AND CIVIL PARTNERSHIP ACT 2022

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

FORCED MARRIAGE

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

GANGS AND YOUTH VIOLENCE

Gangs and youth violence are a growing problem across the country. Membership of gangs and associated youth violence can have a devastating impact on children and young people and their families.

Being part of a peer group is seen as a normal part of childhood development. Peer groups are however less defined and organised than gangs and membership of peer groups is fluid, i.e., members can come and go as they please. It is also relatively normal for groups of children to get together in public places as this allows them to share news, ideas, etc. and potentially do things that they would not be able to get away with whilst under the watchful eyes of adults. For some this may involve low level criminality, however this does not necessarily make them a gang – gangs have very clear structures and tasks.

Definition of a gang

A gang is a relatively durable, predominantly street-based group of young people who see themselves as a discernible group, engage in a range of criminal activities, identify or lay claim over territory, have some form of identifying structural feature, and are in conflict with other, similar gangs. (Children's Commissioner, 2019)

Youth violence is often synonymous with gangs. Over recent years there has been increasing concern about knife crime. Violence is used primarily as a means of coercion and control, and this can also include sexual violence. Any violent attack (be it physical or sexual) can have life-changing consequences (visible or otherwise) and can lead to fatalities.

Vulnerable groups

- Chaotic home life where children are not priority
- Poor supervision from an early age
- Issues within home (e.g. domestic abuse, mental ill health)
- Familial history of offending
- Children with additional needs
- Poor engagement with education

- Poor self-image / self-worth
- Looked after children

Spotting the signs

- aggression and / or non-compliance
- difficulty concentrating
- difficulty developing relationships
- reduction in attendance and /or attainment / missing episodes
- low self-esteem, depression or anxiety
- self-harm
- substance misuse
- change in behaviour and appearance
- unexplained possessions

Taking Action

- Create an environment based on equality and informed choice.
- Check children have safe relationships – in their family, with their peers and with staff.
- Create the environment where it's ok to talk even about the most difficult things.
- Spot the signs and know what to do – be confident in raising gang and youth violence as a possibility.
- Take action – and keep taking action until you know children are safe

We are aware of the sorts of issues that children might experience as they grow up. Our robust anti-bullying policy and curriculum in PSHE and RSE provides pupils with a resilience to such issues.

HATE

What is hate crime?

When somebody offends, makes fun of, bullies, puts down or makes someone feel uncomfortable because of:

- Where they come from
- Their skin colour, religion or culture
- A disability/ Illness
- Gender
- Who they choose to like/be friends with
- What someone looks like

Hate Crime: Actions to take

There should be different ways of dealing with hate crimes, depending on the situation and the feelings of the person who has been upset.

All incidents will be thoroughly investigated by a member of the senior leadership team. A meeting may be held with parents and teachers of both children to discuss the matter- to see it from both sides.

Children who behave in a hateful way to others will be spoken to about their behaviour in a calm but firm way and be encouraged to think about their actions and the reasons for them; this should happen separately from any discussions with the person who has been upset.

All incidents of hate crime will be recorded via CPOMS.

Anyone who is made to feel unhappy or uncomfortable because of hate crimes can talk to an adult about it. They are allowed to choose an adult, that they feel safe and comfortable with, to talk to as soon as possible after an incident has happened.

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

IMAGE SHARING (Sharing nudes and semi-nudes)

'Image sharing' is one of several 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However, Templemoor Infant and Nursery School takes a pro-active approach in its Computing curriculum to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed. There are a number of definitions of 'image sharing' but for the purposes of this policy it is simply defined as:

- 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, handheld device, computer, 'tablet' or website with people they may not even know.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020).

MENTAL HEALTH

Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, including self-harm, and are often a direct response to what is happening in their lives.

At Templemoor Infant and Nursery School, as a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their annual child protection training in order to enable them to be aware 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.

The [MindEd learning portal](#) provides free online training suitable for staff wishing to know more about a specific issue.

Recent research also indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in

preventing self-harm and also in supporting children, peers and parents of pupils currently engaging in self-harm.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood.

School staff may become aware of warning signs which indicate a child is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from the DSL.

MODERN SLAVERY AND HUMAN TRAFFICKING

Modern slavery is a form of organised crime in which individuals including children and young people are treated as commodities and exploited for criminal gain. Children are recruited, moved or transported and then exploited, forced to work or sold. The Modern Slavery Act 2015 (applicable mostly in England and Wales) includes two substantive offences i) human trafficking, and ii) slavery, servitude and forced or compulsory labour.

Boys and girls of all ages are affected and can be trafficked into, within ('internal trafficking'), and out of the UK for many reasons and all forms of exploitation - e.g. sex trafficking - children can be groomed and sexually abused before being taken to other towns and cities where the sexual exploitation continues. Victims are forced into sexual acts for money, food or a place to stay. Other forms of slavery involve children who are forced to work, criminally exploited and forced into domestic servitude. Victims have been found in brothels or saunas, farms, in factories, nail bars, car washes, hotels and restaurants and commonly are exploited in cannabis cultivation. Debt bondage (forced to work to pay off debts that realistically they will never be able to), organ harvesting and benefit fraud are other types of modern slavery.

Children and young people may be exploited by parents, carers or family members. Often the child or young person will not realise that family members are involved in the exploitation.

Some young people may not be victims of human trafficking but are still victims of modern slavery. Slavery, servitude and forced or compulsory labour may also be present in trafficking cases; however, not every young person who is exploited through forced labour has been trafficked.

Indicators:

A reluctance to seek help - victims may be wary of the authorities for many reasons such as not knowing who to trust or a fear of deportation or concern regarding their immigration status and may avoid giving details of accommodation or personal details;

The child seeming like a willing participant in their exploitation, e.g. involvement in lucrative criminal activity - however this does not mean they have benefitted from the proceeds;

Discrepancies in the information victims have provided due to traffickers forcing them to provide incorrect stories;

An unwillingness to disclose details of their experience due to being in a situation of dependency;

Brought or moved from another country;

An unrelated or new child discovered at an address;

Unsatisfactory living conditions - may be living in dirty, cramped or overcrowded accommodation;

Missing - from care, home or school - including a pattern of registration and de-registration from different schools;

Children may be found in brothels and saunas;

Spending a lot of time doing household chores;

May be working in catering, nail bars, caring for children and cleaning;

Rarely leaving their home, with no freedom of movement and no time for playing;

Orphaned or living apart from their family, often in unregulated private foster care;

Limited English or knowledge of their local area in which they live;

False documentation, no passport or identification documents;

Few or no personal effects - few personal possessions and tend to wear the same clothing;

No evidence of parental permission for the child to travel to the UK or stay with the adult;

Little or no evidence of any pre-existing relationship with the adult or even an absence of any knowledge of the accompanying adult;

Significantly older partner;

Underage marriage.

Physical Appearance - Victims may show signs of physical or psychological abuse, look malnourished or unkempt, or appear withdrawn. Physical illnesses - including work-related injuries through poor health and safety measures, or injuries apparently as a result of assault or controlling measures. There may be physical indications of working (e.g. overly tired in school or indications of manual labour).

Sexual health indicators - sexually transmitted infections, or pregnancy; injuries of a sexual nature and /or gynaecological symptoms.

Psychological indicators - suffering from post-traumatic stress disorder which may include symptoms of hostility, aggression and difficulty with recalling episodes and concentrating. Depression/self-harm and/or suicidal feelings; an attitude of self-blame, shame and extensive loss of control; drug and or/alcohol use.

Where we have concerns relating to Modern Slavery we will follow TSSP procedures.

The DSL will also complete the Child National Referral Mechanism form available via the following [link](#).

PREVENTING RADICALISATION AND EXTREMISM

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

- Ensures staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.
- Builds resilience and capacity in children by promoting fundamental British values and enabling them to voice and challenge views in a safe space, especially through the Rights Respecting School agenda.
- Ensures that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.
- Celebrates a range of different religious and cultural festivals across the year, giving every child the opportunity to take part.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

If you have concerns about extremism

Where staff are concerned that children are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or Trafford Children's First Response Team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264 (open Monday to Friday from 9am to 5pm (excluding bank holidays), which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

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.

A 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.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; **not to do so is a criminal offence.**

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of

the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

SERIOUS VIOLENCE

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

Sexual Harassment:

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone.

Sexual Violence:

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003. Sexual violence offences include rape, assault by penetration and sexual assault.

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are **never acceptable**.

In respect of sexual violence and sexual harassment between children, the school takes a **zero-tolerance** and **proactive** approach to prevent such incidents from taking place. We incorporate healthy relationships, people who help us, British values etc. into our curriculum time in an age-appropriate way for the year groups in school, and with consideration that a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children. We have Relationship Education and in the school timetable, in line with DfE guidance and the National Curriculum.

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 DSL) taking the lead role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required to put a proportionate and supportive package of care in place for those affected. The designated safeguarding lead

will respond in accordance with Part five of KCSIE 2023. Reports of sexual violence or sexual harassment should include the time and location of the incident. Subsequent risk assessments will include any actions required to make the location safer.

It is important to understanding intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

SO CALLED HONOUR BASED ABUSE (HBA)

Honour-based abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

PART FIVE: LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

Children who have suffered adversity via abuse and neglect can end up being looked after by the Local Authority. The school ensures that staff have the necessary skills and understanding to keep looked-after and previously-looked after children safe. Appropriate staff have relevant information about a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.

The Designated Safeguarding Lead must be aware of the child's:

- Legal status;
- The name of virtual head;
- Details of children's social workers;
- Contact arrangements and any restrictions around contact;
- Who is allowed to have information beyond educational achievement information;
- Manage sensitive/confidential information in line with the child's best interests, wishes and feelings;
- Where children are care leavers, the DSL will have details of the LA personal advisor and liaise with them as necessary.

The Designated Teacher is responsible for:

- Promoting the educational achievement of children who are looked after and previously looked-after in line with [statutory guidance](#).
- Ensuring that records and plans in respect of children who are looked after are generated, maintained, updated and effective in line with national requirements and local protocols e.g. Personal Education Plans (PEPs);
- Providing appropriate information to the DSL;
- Managing sensitive/confidential information in line with the child's best interests, wishes and feelings.

In our school the Designated Teacher is Mrs Shirley Brown

In addition to responsibilities for LAC, this teacher will also be responsible for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

CHILDREN WITH A SOCIAL WORKER

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

At Templemoor Infant and Nursery School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

PART SIX: A SAFER SCHOOL

OUT OF SCHOOL PROVIDERS

At Templemoor Infant and Nursery School we host after school providers such as We Are Adventurers, PE and Sports Hub Clubs and Trafford Singing Clubs. The provider is responsible for their own safeguarding and child protection policies and procedures. However if school has any concerns about the provider, the school will follow our own safeguarding and child protection procedures. This may include contacting the local authority designated officer in the case of concerns about adults.

SAFEGUARDING IN THE CURRICULUM

Children at Templemoor Infant and Nursery School are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

At Templemoor we teach about 'Growth Mindsets' and 'Learning Powers'. We want all our children to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. Developing a Growth Mindset also enables our children to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Children are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. Our Relationships Education programme promotes social, spiritual and moral well-being and physical and mental health. Through this programme we teach all children to know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Children know that the school will act upon any concerns a child has about their rights not being met. The school also delivers the NSPCC 'Pants' programme from Nursery through to Year 2, which helps children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried.

Personal Health and Social Education, Citizenship and Religious Education lessons provide opportunities for children to discuss and debate a range of subjects including lifestyles, family patterns and religious beliefs and practices.

Through our rights respecting work we aim to build mutual respect, fairness, equity, and dignity. Our Duty Bearers ensure that the children learn about and enjoy a wide range of rights.

In Computing, half termly online safety learning sessions are supplemented by participation in Safer Internet Day. Parents are informed about current online safety issues on our school website and in our monthly newsletters.

Many other aspects of safeguarding are taught through the curriculum as part of cultural capital, including whole school assemblies, activities during Anti-bullying Week, World

Children's Day and visits to school by the NSPCC to deliver 'Speak Out, Stay Safe' and other external visitors, e.g. the school nurse.

STAFF LEARNING AND DEVELOPMENT

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are fully trained for the demands of their role in child protection and inter-agency working. To ensure that they remain conversant with best practice, the DSL and DDSL's receive appropriate advanced Designated Safeguarding Lead refresher training carried out every year in the Spring Term by an external safeguarding training provider. This training meets the full requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE 2023).

All staff receive safeguarding training carried out every year in the Autumn Term by an external safeguarding training provider. This training meets the full requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE 2023). The staff training includes school responsibilities, the school child protection procedures, safe working practice and external reporting mechanisms as well as a range of other safeguarding issues such as child on child abuse, domestic abuse, private fostering and FGM.

The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted as regards the school's internal safeguarding procedures and communication lines.

LEARNING AND DEVELOPMENT

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

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

- Part One and Annex of 'Keeping Children Safe in Education 2023'
- The schools Anti-Bullying Policy and Rights Respecting Behaviour Policy
- School Policy for Children Missing from Education
- Staff Code of Conduct
- This Child Protection and Safeguarding Policy
- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

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

- Designated Safeguarding Lead (Yearly DSL Training by Safer Children Ltd)
- Mental Health Lead
- Designated Teacher for Looked After Children
- Safer Recruitment

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

- Yearly Safeguarding Update Training by Safer Children Ltd
- 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
- Safeguarding notice board in the staff room
- Staff induction pack
- Standing agenda item in staff meetings
- Training
- Videos
- NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors

Safeguarding is regularly re-visited to ensure staff are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be. Staff meetings address safeguarding issues on a regular basis.

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

Templemoor Infant and Nursery School has a strong working partnership with Trafford Strategic Safeguarding Partnership, which assists us in making sure that all of our learning and development activity is in line with statutory guidance, and other local guidance.

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

Members of the Governing Body of the school take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated.

SAFER RECRUITMENT

Our school complies with Keeping Children Safe in Education 2023. Senior leaders and the governing body ensure that stringent recruitment and vetting procedures are in place for staff and other adults, and that nobody commences work unless all necessary checks are complete to a satisfactory level. The same rigour is applied when appointing volunteers.

Checks undertaken include:

- Enhanced Criminal Records Bureau Check
- Barred List Check (if working regulated activity)

- Two professional references
- Identity confirmation
- Qualification check
- Staff suitability declaration (if appropriate)
- Establish confirmation of physical and mental fitness for the role
- An online search as part of the school's due diligence on the shortlisted candidates.
- Overseas police checks (if appropriate)
- Confirmation of right to work in the UK
- Confirmation of professional registration (if appropriate)
- Prohibition from teaching check (only if employed as a teacher)

A member of the Senior Leadership Team will take responsibility for ensuring that all relevant checks are carried out and documented on the school's Single Central Record (SCR). Supporting evidence for recruitment checks is included in the staff member's personnel file.

All Senior Leaders and the Chair of Governors have completed NSPCC safer recruitment training. At least one member of every interview panel for a position working in the school (paid or unpaid) will be trained in safer recruitment.

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

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

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

Professional references will always be sought before confirming a person's appointment. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

MANAGING ALLEGATIONS AGAINST AN ADULT WORKING IN SCHOOL WHETHER AS A TEACHER, SUPPLY TEACHER, OTHER STAFF, VOLUNTEERS OR CONTRACTORS

At Templemoor Infant and Nursery School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors, Mrs Judith Davenport, who can be contacted via email at j.davenport@templemoor.trafford.sch.uk.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher.

Concerns may come from various sources, for example, a 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.

The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below). Contact details for the LADO for Trafford can be found in Appendix 5.

Allegations

It is an allegation if the person* 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 (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or a combination of these.

Low-level Concerns

Concerns may be graded 'low-level' if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
or,
- using inappropriate sexualised, intimidating, or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking directly to the person who raised the concern (unless it has been raised anonymously), as well as to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

ALLEGATIONS THAT MEET THE HARMS THRESHOLD

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school, including supply teachers and volunteers has:

- 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 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.

Allegations must be reported and that this should be done without delay. A 'case manager' will lead any investigation. This will be either the headteacher, or, where the headteacher is the subject of an allegation, the Chair of Governors. The LADO must also be informed.

WHISTLEBLOWING

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy. This can be found in the staffroom and on the school website.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered

- the environment has been damaged
- information about any of the above has been concealed.

Where internal reporting arrangements are viewed not to have been taken seriously or with sufficient rigour, any member of staff can raise concerns externally if the matter is not resolved by the Headteacher or Chair of Governors e.g. via the Local Authority's Designated Officer for Managing Allegations. The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

ONLINE SAFETY AND TECHNOLOGY

In a modern world, the Internet and other technologies are embedded in our children's lives not just in school but outside as well, and we recognise that we have a duty to help prepare our children to benefit safely from the opportunities technology brings. The key to developing safe and responsible behaviour online, not only for children but everyone within the school community, lies in effective education.

At Templemoor Infant and Nursery School, children are taught about keeping safe online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

- We provide specific e-safety lessons in every year group as part of the Computing and PHSE curriculum. These sessions are planned using the document 'Education for a Connected World – 2020 edition' produced by the UK Council for Internet Safety.
- We celebrate and promote online safety through assemblies and whole-school activities, including promoting Safer Internet Day each year.
- We discuss, remind or raise relevant online safety messages with children routinely, in an age-appropriate way, wherever suitable opportunities arise during all lessons.
- We remind children about their responsibilities through the school's 'Acceptable Use Policy for Children,' which is sent home with children for them to read and to share with parents.
- Staff model safe and responsible behaviour in their own use of technology during lessons.

All staff are aware that any items that have capability for use of the internet or the creation of digital images must be used by children under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.

Children are not permitted to directly access items that do not belong to the school.

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

Filtering and Monitoring

- Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include:
 - Physical monitoring
 - Live software monitoring
 - Monitoring user logs
 - Monitoring individual devices

- The school makes sure that any school devices used away from the school site are also subject to filtering and monitoring procedures.
- Each year (at least) our designated safeguarding lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.
- All our staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns
- All our staff have taken part in annual cybersecurity training.
- Templemoor Infant and Nursery School uses Sensor Monitoring Software, provided by One Education, which is regularly reviewed for effectiveness.

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

At Templemoor, we ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that children are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material:

Use of mobile phones on school trips

Mobile phones have a place in school when on outings. They are often the only means of contact available when out of school and can be helpful in ensuring children are kept safe.

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.

Work mobiles

To protect children, we will ensure that the work mobile:

- Is only used by allocated people.
- Is protected with a password and clearly labelled.
- Is stored securely when not in use.
- Is not used in areas such as toilets.
- Not used for taking photographs or videos of children.

Personal mobiles in school

To protect children we will ensure that personal mobiles:

- Are stored securely and will be switched off or on silent whilst staff are on duty.
- Are not be used to take photographs, video or audio recordings in our setting.

- Are not used to contact parents or children except in the event of an emergency.

Staff will not use personal mobile phones in any situation around children in the school or classroom. Staff can, however, use personal mobile phones on school trips to keep in touch with school and for dealing with any emergencies (with permission from the Headteacher).

Cameras: Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken, used or published (for example, on our website or displays).
- Ensure that children are appropriately dressed, and only use the child's first name with an image.
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit consent from the school, for example, for a special event, such as a Christmas play.
- Ensure where professional photographers are used DBS's, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny

Social Networking Sites

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children. The school curriculum will include information around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Headteacher. Any attempt by a child to contact staff via such internet sites will immediately be reported to the Headteacher in order that appropriate advice can be given to the child and their parents/carers regarding professional boundaries and the safety of the child.

Remote Teaching (Taken from NSPCC Guidance)

- Teachers should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background.
- Ensure personal information or data cannot be seen in the background.
- Ensure any voice activated devices are turned off.
- Only use school accounts, check privacy settings and check how age-appropriate it is.
- Ensure staff are dressed appropriately and remind them to follow the Code of Conduct and professional standards.
- Ensure staff hide their telephone number if it has been agreed they will be using personal devices to call families.
- Staff should only contact children during normal school hours, or at times agreed by the school leadership team.
- Undertake any online teaching in groups.
- Use parents' or carers' email addresses or phone numbers to communicate with children, unless this poses a safeguarding risk. Use school accounts to communicate via email or online platforms, never teachers' personal accounts.

- If staff members are accessing families' contact details at home, ensure they comply with the Data Protection Act 2018.
- Ensure all staff are alert to child protection and safeguarding concerns and know what to do if they are worried about a child.
- Ensure staff know how to access resources and organisations that can support parents and carers e.g. online safety, mental health, domestic abuse.

PART SEVEN: GLOSSARY AND APPENDICES

GLOSSARY

A Child	A person who has not yet reached their 18 th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child 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: <ul style="list-style-type: none"> • 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.
Child on Child Abuse	Child on child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
County Lines	County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced

	into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: <ul style="list-style-type: none"> • psychological • physical • sexual • financial • emotional
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	Defining a gang is difficult. They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.

	<p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>
Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> • disability • race • religion • transgender identity • sexual orientation.
Image Sharing	<p>Image sharing is when someone shares consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
Mental Health	<p>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:</p> <ul style="list-style-type: none"> • Emotional state (fearful, withdrawn, low self-esteem) • Behaviour (aggressive or oppositional; habitual body rocking) • Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).
Modern Slavery	<p>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.</p>
Neglect	<p>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment.

	<ul style="list-style-type: none"> • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Operation Encompass	<p>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.</p>
Physical Abuse	<p>A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>
Private Fostering	<p>A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)</p>
Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>
Relationship Abuse	<p>Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.</p>
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children's health or development;

	<ul style="list-style-type: none"> 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	<p>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.</p> <p style="text-align: center;">Peer group</p> <p>A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.</p> <p style="text-align: center;">Street gang</p> <p>"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."</p> <p style="text-align: center;">Organised criminal gangs</p> <p>"A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation.'"</p> <p>It's not illegal for a young person to be in a gang – there are different types of 'gang' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.</p>
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children</p>
Sexual harassment between children	<p>When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone.</p>
Sexual violence between children	<p>When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003.</p>

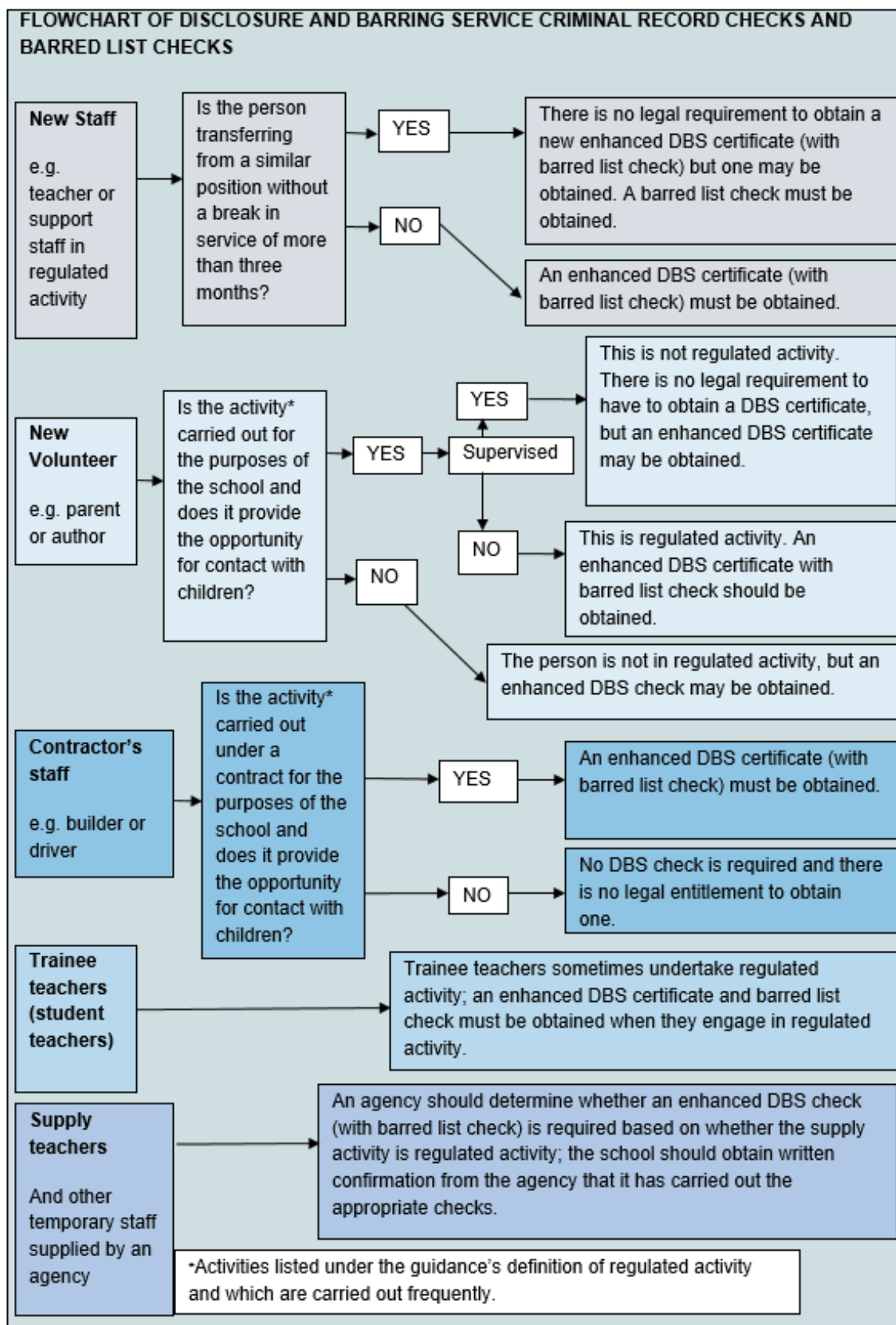
	Sexual violence offences include: rape, assault by penetration and sexual assault.
So called Honour-based abuse	Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.



Operation Encompass Process



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



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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Appendix 4: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in 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

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or Chair of Governors where the headteacher is the subject of the allegation) – the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the Local Authority will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome.
- The Governing Body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation.
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required.
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).
- When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's HR adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and HR adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared.
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation.
- How to manage press interest if, and when, it arises.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation.
- Details of how the allegation was followed up and resolved.

- Notes of any action taken and decisions reached (and justification for these, as stated above).

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff.
- The duration of the suspension.
- Whether or not the suspension was justified.
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

Appendix 5 – Contact details

Trafford Children's First Response – Children's Social Care 0161 912 5125 FirstResponse@trafford.gov.uk (8:30am to 4:30pm)	Local Authority Designated Officer (LADO) Anita Hopkins 0161 912 5125 FirstResponse@trafford.gov.uk
Trafford Strategic Safeguarding Partnership 0161 911 8687 TSSP@trafford.gov.uk	Police Non-emergency – 101 Emergency - 999
Social Care Out of Hours Emergency Duty Team 0161 912 2020	Education Welfare Service 0161 912 2891
NW Counter-Terrorism Unit Channel Team 0161 856 6362 channel.project@gmp.police.uk	NSPCC Whistleblowing Advice Line 0800 028 0285 (8am to 8pm) help@nspcc.org.uk

Appendix 6 - Department for Education – Child sexual exploitation – Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017

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

Appendix 7 – Sharing nudes and semi-nudes: advice for education settings working with children and young people

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Appendix 8 – Staff Safeguarding Checklist

Academic Year 2023 -2024

Name		Job Title	
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I have READ, UNDERSTOOD and have access to:

Policy , Statement, Document	Initials
DfE - Keeping children Safe in Education 2023 (Part One and Annex B) (<i>Signed Declaration</i>)	
Child Protection and Safeguarding Policy	
Rights Respecting Behaviour Policy	
Anti-Bullying Policy	
Staff Code of Conduct	
Children Missing in Education Policy	
Online Safety Policy (& signed Acceptable Use)	
Whistleblowing Policy	

Knowledge	Initials
I know who the Designated Safeguard Lead (DSL) and Deputy (DDSL) are	
I know how to report a Safeguarding concern	
I have been assigned a CPOM login AND understand that all safeguarding concerns should be reported to our DSL; then logged promptly	
I understand that I can make a referral directly to Trafford Children’s First Response Team (0161 912 5125)	
I understand the term ‘safeguarding’, as defined in Keeping Children Safe in Education 2023 (KCSIE)	
I understand the steps I would take if I was concerned about a member of staff’s behaviour (including the headteacher) – outlined in the Whistleblowing Policy	
I understand that Safeguarding is everyone’s responsibility and that I have a role to play in: <ul style="list-style-type: none"> - Identifying concerns - Sharing information - Acting promptly - Keeping children safe - Providing a safe environment 	
I understand the definition of abuse and know the signs and symptoms of: <ul style="list-style-type: none"> - Physical abuse - Emotional abuse - Sexual abuse - Neglect 	

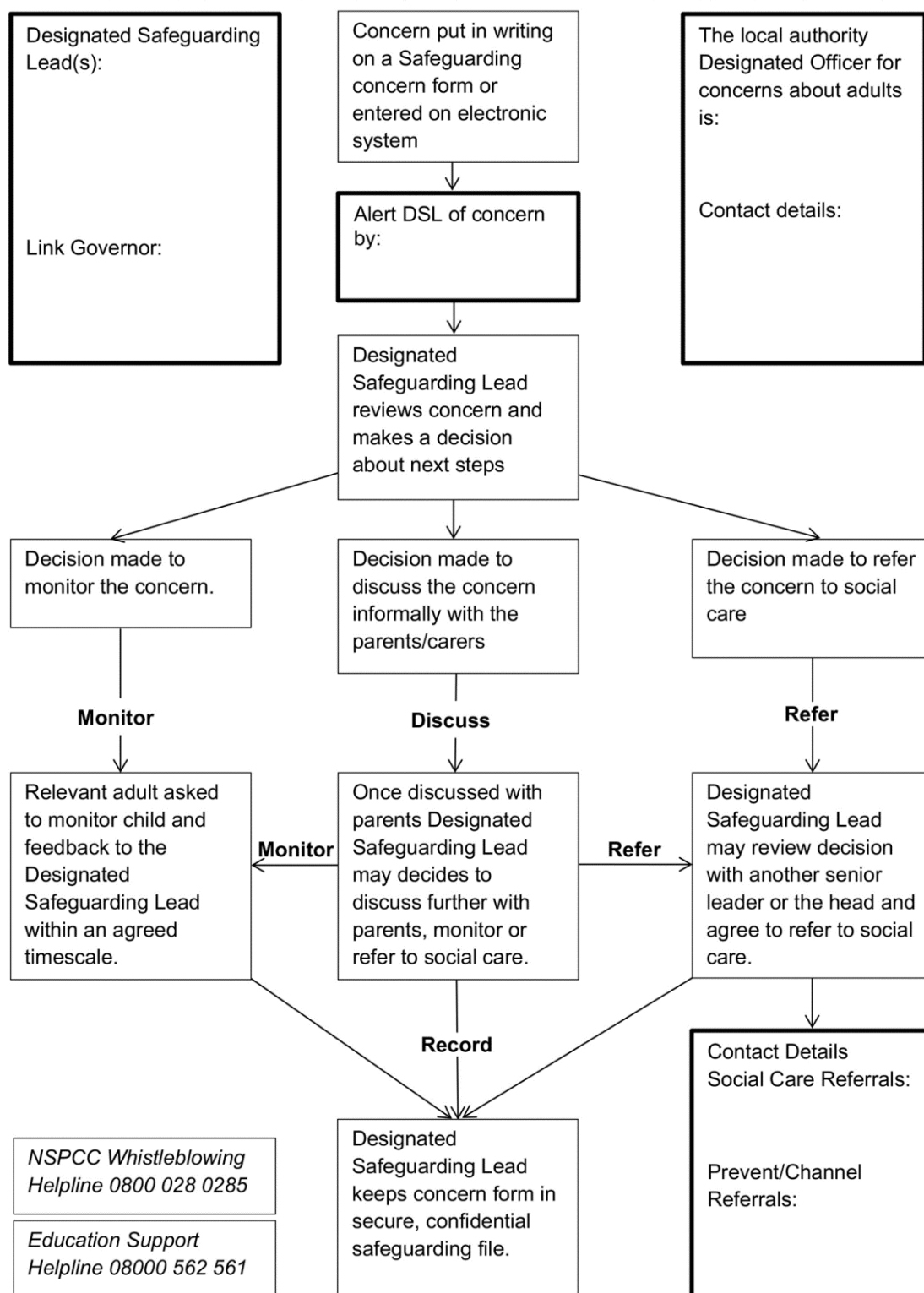
Training

Internal Training/Orientation Completed	Dates
Annual Safeguarding led by Safer Children Ltd	
External or Online Training	Dates
Home Office Prevent Certificate	
Home Office FGM Certificate	

Signed:		Date:	
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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.
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.
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
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 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.
			Use of Trafford Directory Assessment required for example Early Help Assessment. Referral Form for specific agency
			Child and Family Assessment. Referring agency to complete referral.
			Child and Family Assessment. Referring agency to complete referral.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix 11 Trafford Children Social Care Protocol of Assessment

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

Appendix 12 Trafford Multi- Agency Safeguarding Arrangements

[TSSB-multiagency-arrangements \(traffordsafeguardingpartnership.org.uk\)](https://traffordsafeguardingpartnership.org.uk/TSSB-multiagency-arrangements)