



SAFEGUARDING POLICY

This school safeguarding policy applies to all adults, including volunteers, working in or on behalf of the school and is an over-arching document which demonstrates how everyone working in or for our school shares the common objective to help keep our boys safe from harm and abuse.

This is a whole school policy so includes the Early Years Foundation Stage

Designated Safeguarding Leads:

**EYFS – Mrs S Makepeace-Taylor (Assistant Head – EYFS)
INFANTS – Mrs J Bacon (Assistant Head – Infants)
JUNIORS – Mr N Birch (Senior Teacher)**

Trafford Safeguarding contact details

- Trafford Safeguarding Children Board, <http://www.tscb.co.uk/>
- Trafford Council Children's Services – MARAT (Multi-Agency Referral and Assessment Team), Trafford Town Hall, Talbot Road, Stretford, M32 0TH (marat@trafford.gov.uk; 0161 912 5125; emergency out of hours 0161 912 2020)
- Local Authority Designated Officer (LADO) – Trafford contact for Referral: 0161 912 5125
Anita Hopkins
MARAT
Trafford Council
- Training:
 - Helen Wilson
 - E helen@wilson7477.fsnet.co.uk
 - M 07583 793 677

Police Emergency – 999

Police Non-Emergency number (for reporting FGM to the local police) - 101

Warrington Multi Agency Safeguarding Hub (MASH)

Working hours, 01925 443400

Outside of normal office hours, 01925 444400

childreferral@warrington.gcsx.gov.uk

Cheshire East Consultation Service (ChECS) on 0300 123 5012 (option 3), or Out of hours Service on 0300 123 5022

Manchester Contact Centre 0161 234 5001 (Contact Officer)

OFSTED Safeguarding Children 08456 404046 (Monday to Friday from 8am to 6pm) Whistleblowing@ofsted.gov.uk

Disclosure and Barring Service PO Box 181, Darlington, DL1 9FA Tel: 01325 953795

National College for Teaching and Leadership [Tel: 0345 609 0009]

Prevent Duty – DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and Governors 020 7340 7264 and counter.extremism@education.gsi.gov.uk

CHILDLINE: 0800 1111

NSPCC Child Protection Helpline 0808 800 5000

Trafford Public Protection Investigation Unit: 0161 856 7574

Point of contact: South Manchester - DI Kevin Marriott C Division (South): Child Protection and Domestic Violence, Tel: CPU & DVU 0161 856 6053 Fax: CPU & DVU 0161 856 6650 Email: southmanchester.ppiu@gmp.police.uk

Related documents and policies:

- Keeping Children Safe in Education (Department for Education September 2016)
 - KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (June 2016)
 - KCSIE also refers to the non-statutory advice for practitioners: *What to do if you're worried a child a child is being abused* (March 2016)
- Working Together to Safeguard Children (HM Government March 2015)
 - WT refers to the non-statutory advice for practitioners: *Information sharing* (March 2015)
- What to do if you are worried a child is being abused (HM Government March 2015)
- Prevent Duty guidance: for England and Wales (HM Government July 2015) (*Prevent*). *Prevent* is supplemented by non-statutory advice and a briefing note:
 - *The Prevent duty: Departmental advice for schools and childminders* (June 2015)
 - *The use of social media for on-line radicalisation* (July 2015)
- Children Missing Education (Department for Education September 2016)
- Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (UK Council for Child Internet Safety August 2016)
- Searching, Screening and Confiscation (Department for Education February 2014)
- Trafford Safeguarding Children's Board threshold document
- Trafford Safeguarding Model Policy

Whilst virtually all policies are related to safeguarding, more pertinent ones are referenced below:

Child Protection and Staff Behaviour Policy	Whistleblowing Policy
Prevent Duty Guidance and Risk Assessment	Anti-Bullying Policy
Recruitment of Staff Policy and Safer Recruitment Procedures	Behaviour Management Policy
Central register of appointments	PSHE policy
Procedures for managing allegations of abuse against professionals	Safeguarding – new staff induction checklist
Guidance on physical contact	Visitor and Intruder policy
Policy on Pupils' Use of ICT, Mobile Phones and other Electronic Equipment	Policy on Taking, Storing and Using Images of Children
Guidance for Procedure once a concern has been raised either through verbal informal or formal advice or through a note of concern.	
Bereavement Policy	Social Media Policy
Educational Visits Policy	Electronic Communications Systems Policy
Missing Child Policy	e-Safety Policy
Risk Management & Risk Assessment: Overarching Policy	

N. B. Reference should be made to the School's Security Policy, the Security Risk Assessment, the First Aid Policy and Administration of Medicines for the arrangements in place to fulfil other safeguarding and welfare responsibilities.

General

The protection of boys is the proper concern of everyone in a position to help. Primary responsibility for the care and protection of boys rests with their parents, but a range of services is available to help them with this responsibility.

The safety and protection of boys is of paramount importance to all those involved in education.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Keeping Children Safe in Education (KCSIE) September 2016 defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child protection is a part of safeguarding. It refers to activities undertaken to protect specific children who are in danger or at risk of harm.

KCSIE September 2016 also states that safeguarding and promoting the welfare of children are everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure that their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the 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.

The School will take all reasonable measures:

- to ensure that we practise safe recruitment in checking the suitability of staff and volunteers to work with children and young people in accordance with guidance given in KCSIE September 2016 (or any further updates), and Working Together to Safeguard Children March 2015, including reporting to the Disclosure and Barring Service (DBS) any person who has left the school and is unsuitable to work with children. The School's Recruitment of Staff Policy and Safer Recruitment Procedures are set down in a separate document available on the School's website.
- to ensure that all staff and volunteers read the DSL contact sheet, Part One and Annex A of KCSIE September 2016 (or any further updates), the Safeguarding Policy, the staff code of conduct, the School's Whistle Blowing Policy and the School's Risk Management & Risk Assessment Overarching Policy as part of their induction and at the start of each academic year. Staff will be asked annually to confirm that they have read and understood the above guidance.
- to ensure that staff and volunteers have understood KCSIE Part One through staff and phase group meetings and InSeT training
- to ensure that all staff and volunteers who are in regulated activity undergo safeguarding and child protection training on a schedule to be determined in consultation with the Local Safeguarding Children Board (LSCB) and receive regular safeguarding and child protection updates as required, but at least annually.
- to be alert to signs of abuse both in the School and from outside.
- to deal appropriately with every suspicion or complaint of abuse.
- to design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- to ensure that the pupils are aware of the school's provision for listening to children. This provision includes the Designated Safeguarding Lead, the whole teaching and teaching assistant staff, as well as administrative, support and maintenance staff.
- to support children who have been abused in accordance with his/her agreed child protection plan.
- to promote the educational achievement of any children who are looked after and to put in place safeguarding responses to children who may go missing from educational settings.
- to be aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group of children which can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, that such children can be disproportionately impacted by things such as bullying without outwardly showing any signs and communication barriers and difficulties in overcoming these barriers.
- to be alert to the medical needs of children with medical conditions.
- to operate robust and sensible health & safety procedures.
- to take all practicable steps to ensure that school premises are as secure as circumstances permit.
- to operate clear and supportive policies on drugs, alcohol and substance misuse.
- to raise pupil awareness of keeping themselves safe, including issues such as on-line safety, drugs, alcohol, mental health, body image, self-harm and radicalisation, through PSHE lessons, form period activities and assemblies. The School Email and Internet Policy is available on the School's website.
- to review and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our school or in our local area.

- to have regard to guidance issued by the Secretary of State for Education and Skills in accordance with section 157 Education Act 2002 and associated regulations.

Every complaint or suspicion of abuse from within or outside of the School will be investigated and in all proper circumstances will be referred to MARAT the school's local authority (Trafford) external agency (in the case of a boy not residing in Trafford to his local authority) or the Police Public Protection Investigation Units (PPIU) in accordance with the locally agreed inter-agency procedures published by Trafford Local Safeguarding Children Board (LSCB). The School will comply with the procedures of other Local Authorities in which families may be resident.

The school's policy is in accordance with locally agreed inter-agency procedures and made available to parents on the school website. Paper copies will be provided on request.

While the boys at APS are in their care, the Governors have the ultimate responsibility for their safety. However, they have devolved the responsibility to a suitably trained Governor, Mr Keith Nodding, who has oversight of the school's policy and protocol. The Governors have also devolved responsibility for the day-to-day implementation of the school's policy on safeguarding to the Head Master, Mr Andrew Potts.

The Head Master, though appropriately trained (Level 2), has delegated the responsibility of Designated Safeguarding Lead (DSL) to three suitably trained senior members of staff (one for each site). These members of staff are each, within their allocated sections, the stated Designated Safeguarding Lead (DSL) and the Child Protection Officer (CPO):

- Mr Nigel Birch (Senior Master/ Marlborough Road) [n.birch@altprep.co.uk] - Level 4
- Mrs Jan Bacon (Assistant Head for Infants/ Highbury) [j.bacon@altprep.co.uk] - Level 4
- Mrs Sara Makepeace-Taylor (Assistant Head EYFS/ Bank Place) [s.makepeacetaylor@altprep.co.uk] - Level 4

Additional members of staff are also appropriately trained for the execution of this responsibility should a response be needed whilst any of the above are absent. They are:

- the Deputy Head (Mrs Lindsay McKenna) [l.mckenna@altprep.co.uk] – Level 4
- the SENCo (Mrs Esther McNally) [e.mcnally@altprep.co.uk] – Level 2

KCSIE September 2016 Annex B: Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. At APS, because of its divided nature, there are 3 DSLs each one being assigned to the setting in which he/she teaches. The designated safeguarding lead at each site should take lead responsibility for safeguarding and child protection. This should be explicit in the roleholder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

The designated safeguarding lead is expected to:

A. Manage referrals:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

B. Work with others

- Liaise with the Head Master or principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the case manager and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

C. Undertake training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

D. Raise Awareness

- The designated safeguarding lead should ensure the school's child protection/safeguarding/prevent policies are known, understood and used appropriately;
- Ensure the school's safeguarding and prevent policies are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

E. Child protection file

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

F. Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The School has appointed senior members of staff to be responsible for matters relating to child protection and welfare (Designated Safeguarding Leads). The main responsibilities of the Designated Safeguarding Leads are:

- to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of safeguarding
- to co-ordinate the safeguarding procedures in the School.

- to undertake appropriate early help inter-agency assessment and support in accordance with local processes, including completion of CAFs (Common Assessment Framework) and leading/attending TAC (Team Around the Child) meetings and attending meetings for pupils on child protection plans.
- to maintain an on-going training programme for all school employees and volunteers and to ensure that temporary staff are made aware of the safeguarding procedures.

The Designated Safeguarding Leads will:

- advise and act upon all concerns reported to them, including historical abuse allegations (which should be reported to the police).
- keep the Head informed of all actions unless the Head is the subject of an allegation. In this situation, the Designated Safeguarding Lead will consult with the Chairman of Governors or in his or her absence, a Vice-Chairman of Governors.
- liaise with the Children's Social Care team and other agencies on behalf of the School.

If the relevant Designated Safeguarding Lead is unavailable or is himself or herself the subject of an allegation, their duties will be carried out by the Head or a Deputy Designated Safeguarding Lead who has received appropriate training.

The School is required to have a designated teacher to promote the educational achievement of any children who are looked after. These responsibilities are exercised by the Head Master and the Senior Management team (including the EYFS).

The Designated Safeguarding Leads, Deputy Head, SENCo and the Head Master have undertaken appropriate training and will attend refresher training at two yearly intervals. In addition to their formal training, their knowledge and skills will be updated at regular intervals, but at least annually.

The Governor responsible for Safeguarding is Mr Keith Nodding. Mr Nodding meets formally with the Designated Safeguarding Leads towards the end of each academic year in order to prepare the annual safeguarding report for the governors. He is also available for the response meeting following a disclosure (note of concern), more informal meetings and consultation by telephone. The governing body recognises the expertise staff build by undertaking safeguarding training and managing concerns on a daily basis and provides opportunities for staff to contribute to and shape the safeguarding policy and arrangements.

Other Staff:

All other Staff, including visiting teachers, peripatetic teachers and support staff have all received level 1 training and/or have been appropriately inducted in the school's policy and protocol by their line manager so long as he/she holds level 2 training qualification (if not this has been carried out by the appropriate designated officer or the Deputy Head).

School staff are in a unique position to contribute to the proper implementation of the school's policy on safeguarding. Boys can develop a special and close relationship with school staff, and view them as significant and trustworthy adults. It is therefore not surprising that boys, if they have been abused, may confide or disclose to a teacher or other member of staff.

For their part, Staff are often in the best position to notice any change in the demeanour or the circumstances of the boys in their care, to notice injuries, marks or bruises which might indicate that a boy has been abused and thus bring this to the attention of the appropriate Designated Safeguarding Lead.

In this respect, every employee and volunteer of the School is under a general legal duty:

- to protect children from abuse.
- to have due regard to the need to prevent pupils from being radicalised and drawn into terrorism.
- to be prepared to identify children who may benefit from early help.
- to read and ensure they have understood the School's Safeguarding Policy, the staff code of conduct and Part One and Annex A of KCSIE (Further information on a child missing from education) September 2016 (or any further updates), and to follow them. To know how to access and implement the procedures, independently if necessary.
- to keep a sufficient record of any significant complaint, conversation or event.
- to report any early help requirements and matters of concern to the relevant Designated Safeguarding Lead.
- in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, to speak directly to Children's Social Care.
- to undertake safeguarding and child protection training on a schedule to be determined in consultation with the Local Safeguarding Children Board (LSCB) (normally at three yearly intervals) and receive regular safeguarding and child protection updates as required, but at least annually
- to take medical advice if they are taking medication which may affect their ability to care for children and ensure any personal medication is securely stored at all times.

All staff, including temporary staff, and volunteers will be provided with induction training that includes:

1. the School's Safeguarding Policy;
2. the staff code of conduct as outlined in the Staff Handbook;
3. the identity of the Designated Safeguarding Lead;
4. a copy of Part One and Annex A of KCSIE September 2016 (or any further updates);
5. a copy of the School's Protected Disclosure (Whistle-Blowing) Policy;
6. a copy of the School's Risk Assessment Policy – Pupil Welfare

Staff and volunteers will also read these documents at the start of each academic year.

The Prevent Duty

The School has considered the levels of risk to which pupils might be exposed to radicalisation within the local context and staff are aware of the increased risk of online radicalisation. The School has due regard to 'the need to prevent people from being drawn into terrorism' in line with the Counter-Terrorism and Security Act 2015 and Prevent Duty guidance. Teaching staff complete an on-line general awareness training module on Prevent that includes information on when it is appropriate to make a referral to Channel and a Designated Safeguarding Lead undertakes Trafford Prevent Training (WRAP - Workshop to Raise Awareness of Prevent). Other staff and volunteers receive appropriate training from the Designated Safeguarding Lead.

Any concerns in relation to possible radicalisation will be discussed with a pupil's parents unless there is a specific reason to believe that to do so would put the pupil at risk.

Staff Protection

It is possible to reduce situations in which allegations can occur and help protect staff by promoting good practice. The staff code of conduct contained in the Staff Handbook and Child Protection and Staff Behaviour Policy which provides the standards of professional conduct expected of all staff. Staff should always be open and public when working with pupils. Members of staff who are also parents of pupils in the school should be very mindful of their professional obligations within the social and domestic context.

Staff are not permitted to take photographs or recordings of a child on their own cameras, mobile phones, tablets or other personal devices. In addition, for staff including all those staff working within the EYFS:

- Personal mobile devices should be kept in a designated 'staff area' during lessons. Devices should be switched off or set to 'silent'.
- Staff should not use personal mobile devices in school for texting, phone calls or as a camera during working hours when children are present.
- Personal mobile devices may be used during break times when in staff areas providing children are not present.

Further details may be found in the School's Policies found on the school server.

What is Child Abuse?

In trying to assess what is a safeguarding issue, efforts should be made to differentiate between children who are suffering or at risk of suffering harm or abuse and those who are simply in need of additional support either from school, parents or in some cases, external agencies, such as Speech and Language Therapy, GP referral/Child Psychologist, Team Around the Child (TAC). Reference should be made to Trafford's Threshold Criteria, included in school's document 'Guidance for Procedure once a concern has been raised' once a concern has been raised.

Child Neglect:

A child should be taken to be in need if:

- *He/she is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;*
- *His/her health or development is likely to be significantly impaired, or further impaired without the provision for him/her of such services;*
- *He/she is disabled.*

Child at Risk (from HM Government "Safeguarding Children and Young People from Sexual Exploitation) - The sexual exploitation of children and young people is a form of child sexual abuse.

Working Together to Safeguard Children (2006) describes sexual abuse as follows:

'Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in

looking at, or in the production of, sexual online images, watching sexual activities or encouraging children to behave in sexually inappropriate ways.'

This guidance uses the following description of child sexual exploitation:

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

The NSPCC defines child abuse as:

"Child abuse is the term used when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse."

"Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you."

"Abuse is always wrong and it is never the young person's fault."

Types of abuse and neglect – as described in KCSIE September 2016

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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 known to 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.

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

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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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: 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Particular attention should be paid to children who run away or go missing particularly on repeat occasions. It is important that the DSL is kept informed so that any safeguarding risk may be properly assessed and dealt with.

Female Genital Mutilation ("FGM")

Although APS is a single-sexed boy school in line with its statutory obligations, from October 2015, all staff have been instructed that they have a statutory duty to report to the police where they discover (either through disclosure by the victim, member of the victim's family (e.g. brother) or visual evidence that FGM appears to have been carried out on a girl under 18. They understand that failing to report such cases will face disciplinary sanctions. It will be rare for staff to see visual evidence, and they should not be examining any girl for whom they have a concern. Staff who have any concerns should advise a DSL who have all carried out online training.

Specific safeguarding issues:

All staff should have an awareness of safeguarding issues - some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

Symptoms

Previous KCSIE documents list (as below) some of the signs and behaviours which may indicate that a child is being abused:

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;

- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The KCSIE document (September 2016) lists some of the signs and behaviours which may indicate that a child is subject to sexually exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Indicators of radicalisation

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self- esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/military training camps/locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda

distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) and it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity? Has the child/young person used documents or cover to support this?

Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders

- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Early help

Early help means providing support as soon as a problem emerges at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

Effective early help relies upon local agencies working together to identify children and families who would benefit from early help, to undertake an assessment of the need for early help, such as the Common Assessment Framework (CAF), and to provide targeted early help services to improve the outcomes for the child and prevent needs escalating to a point where intervention from Children's Social Care would be needed.

Inter-agency assessments should take place when a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police). The assessment should be undertaken by a lead professional who should provide support to the child and family and coordinate the delivery of support services. The lead professional could be a teacher, family support worker, health visitor or GP and the decision about who should be the lead professional should be informed by the child and their family. Examples of support services include family and parenting programmes, assistance with health issues and help for problems relating to drugs and alcohol.

For early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents and should involve the child and the family as well as the professionals working with them.
- professionals should be able to discuss concerns they may have about a child and family with a social worker in the local authority
- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary

Staff should discuss emerging problems and early help requirements with the Designated Safeguarding Lead. Staff may need to share information with other agencies and professionals in order to support early help assessment. In some cases, staff may need to act as the lead professional in undertaking an early help assessment. The Designated Safeguarding Lead should support staff in liaising with other agencies and setting up an inter-agency assessment. If early help is appropriate the case should be kept under constant review and consideration given to a referral to Children's Social Care if the child's situation does not appear to be improving and additional support is needed. If at any time, it is considered that the child has suffered harm, is in immediate danger or is at risk of harm, a referral should be made immediately to Children's Social Care.

Procedures:

i. Suspicions over or the disclosure of an allegation of abuse upon a boy

Immediate response to the boy

It is vital that any staff actions do not abuse the boy further or prejudice further enquiries, for example:

- listen to the boy, if you are shocked by what is being said try not to show it;
- it is acceptable to observe bruises but not to ask a boy to remove or adjust their clothing to observe them;
- if a disclosure is made the pace should be dictated by the boy without their being pressed for detail by being asked such questions as "what did they do next?" or "where did they touch you?". The staff role is to listen not to investigate. Staff must use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?";
- accept what the boy says - be careful not to burden them with guilt by asking questions such as "why didn't you tell me before?";
- do acknowledge how hard it was for them to tell you this;
- don't criticise the perpetrator, this may be someone they love;
- **don't promise confidentiality**, reassure the boy that they have done the right thing, explain whom you will have to tell (i.e. the designated officer) and why. It is important that you don't make promises that you cannot keep such as "I'll stay with you all the time" or "it will be alright now".

NB:

- Any abuse, for example sexual abuse or attempted radicalisation, should be referred immediately.
- A bullying incident should be treated as a safeguarding concern when there is reasonable cause to suspect that a pupil/child is suffering, or likely to suffer significant harm
- Bullying incidents that involve more than one pupil against another are taken seriously which each perpetrator being handled as an individual with no collective sanction. Any previous history will be taken into account.

Recording Information

Staff should:

- make some brief notes recording the essence and using the child's words at the time or immediately afterwards on the specific APS pro-forma concerning safeguarding concerns. This must be signed (not initialled) and dated with details of place of the conversation;
- observed injuries and bruises are to be recorded on the Body Map;
- note the non-verbal behaviour and the key words in the language used by the boy (do not translate into "proper terms");

The member of staff MUST speak with a designated officer and pass their notes on immediately. Staff must not speak to any other member of staff about their concern or what they have learnt.

If any member of staff or the school is thought to be inactive or unresponsive to any child's concern, this will be rigorously investigated with pursuant action should this be required.

ii. Reporting any concerns

At APS there are 3 Designated Safeguarding Leads (DSLs), one for each of the three sites on which the school operates:

- the Senior Master (Marlborough Road)
- the Assistant Head responsible for the Infants (Highbury) and
- the Assistant Head responsible for Early Years (Bank Place).

Additionally other members of staff have appropriate safeguarding training:

- the Head Master
- the Deputy Head
- the SENCo

The Governor with specific responsible for safeguarding matters, Mr K Nodding, is also appropriately trained.

Staff should be aware of appropriate personal conduct and how they should respond to any concern see guidance notes '**Suspicions over or the disclosure of an allegation of abuse upon a boy**'

Particular note is to be made of the orange card that all staff should have readily available or on their person and the referral form, known as the "Note of Concern" (copies kept in the staffroom), that needs to be completed after any observation or disclosure and handed immediately to the appropriate DSL.

Referral for any concern should follow the outlined scheme below:

	EYFS (Bank Place)	INFANTS (Highbury)	JUNIORS (MR)
Designated Safeguarding Lead	Assistant Head EYFS	Assistant Head Infants	Senior Master
If DSL absent	• As appropriate – another DSL, Deputy Head, SENCo		
	Should the above be absent – The Head Master		

The Designated Safeguarding Lead who is concerned will co-ordinate the safeguarding procedures in the school and will work with the Governor with specific responsibility for safeguarding, Mr K. Nodding to ensure appropriate action is taken and an on-going training programme for all school employees is in operation.

The DSL will advise and act upon any suspicion, belief and/or evidence of abuse reported to them and will liaise, if appropriate, with the Social Services Department and other agencies on behalf of the School. In borderline cases discussion with the LADO can be held informally and without naming the individual.

If a DSL is the subject of a complaint, his/her duties will be carried out by the Head Master as appropriate.

If the Head Master is the subject of a complaint, the DSL who has been approached **should not** notify the Head Master, but contact the Chair of Governors immediately.

Every complaint or suspicion of abuse from within or outside the School will be investigated; anyone can raise an allegation or concern, and all staff should feel free to speak openly and honestly. It is to be clearly understood that anyone is able to contact MARAT or any other external agency most suited to their concern. It is recognised that in some cases this will involve difficult decisions but the overriding importance must be the risk to the child and the possible consequences if the situation is allowed to escalate. APS is to have a culture of safety and of raising concerns. The procedures for doing so are contained in the Whistleblowing Policy.

NB This referral process should be employed when a member of staff has a concern about a pupil who might be drawn into terrorism and/or radicalisation (see Prevent Policy).

It is the responsibility of the DSL to whose attention a concern has been raised to seek further information, if necessary, and to coordinate the school's response. Once the allegation and associated evidence has been gathered, the responsible DSL is to hold a meeting involving at least one other suitably trained member of staff and the Governor responsible for oversight of safeguarding within the school (if he/she is not available, the Chair of Governors or the Head Master) to consider the matter following the guidelines laid out in **Guidance for Procedure once a concern has been raised either through verbal informal or formal advice or through a note of concern.** This references to the Trafford Threshold level criteria.

The exception to the above concerns sexual abuse which is referred directly to the appropriate external agency without reference to further staff or Parents.

Accurate, detailed records of the concern raised and any consultation meetings are to be logged and filed appropriately in the designated file kept by the Head Master.

Where a concern about a child is considered by the DSL to be sufficiently serious (for example a concern about sexual abuse or attempted radicalisation) or a child is described as a "child in need" referral (Parental consent is not an absolute requirement) should be made immediately to the appropriate external agency such as the Social Services department of the local authority (Trafford), the Child Protection Unit of the Police (CPU) or the NSPCC. In each case, the matter should be referred to the Local Authority Designated Officer (LADO) – **Trafford Council Children's Services – MARAT (Multi-Agency Referral and Assessment Team).**

MARAT, Trafford Town Hall, Talbot Road, Stretford, M32 0T (marat@trafford.gov.uk; 0161 912 5125)

In the case of children identified as being at risk of radicalisation the DSLs will meet to consider the level of risk, to identify the most appropriate referral which could include Channel or Children's Social Care.

Prevent contact details: – DfE dedicated telephone headline and mailbox for non-emergency advice for staff and Governors 020 7340 7264 and counter.extremism@education.gsi.gov.uk or Channel programme – contact details:

Regional Channel Manager: Gaynor Egerton – 0161 856 6325 or gaynor.egerton@gmp.police.uk

GMP Channel Lead: DS Julie Haworth - 0161 856 636 or juliex.haworth@gmp.pnn.police.uk

Coordinators	Email	Ext	Area
DC Paul Meadows	paul.meadows@gmp.pnn.police.uk	66373	Trafford

[Refer to Appendix 1]

All members of staff should have on their person or readily available the orange guidance card that is detailed at the end of the Safeguarding Policy.

Concerns about the school's safeguarding practices: All staff and volunteers should feel able to raise concerns about poor or unsafe practice. The school has a Protected Disclosure (Whistle-Blowing) Policy. If staff feel that they cannot raise their concern with School or feel that their genuine concern is not being addressed, other whistleblowing channels may be available to them e.g. the NSPCC Whistleblowing Helpline 0800 028 0285.

Safeguarding records: These will be filed confidentially and separately from main pupil files and will be reviewed regularly so that concerning patterns of behaviour can be spotted. Safeguarding records will be retained until the pupil whose information is contained in the file reaches the age of 25 in accordance with guidance issued by the Information and Records Management Society.

External agencies: Any person can make a referral to the Children's Social Care team or to the police. Whether or not the School decides to refer a particular allegation to the Children's Social Care team or the police, the person making the allegation will be informed of their right to make their own referral to the Children's Social Care team or the Police Public Protection Investigation Unit (PPIU) and will be provided with contact names, addresses and telephone numbers, as appropriate.

Allegations against staff, volunteers or any Designated Safeguarding Lead

The School has procedures for dealing with allegations against teachers, the Head Master, volunteers and other staff that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow the guidance in KCSIE September 2016. If a child or his/her parent informs a member of staff about abuse by another member of staff (including the Designated Safeguarding Lead) or a volunteer working in the school, the person receiving that information should pass it to the Headmaster. If an employee of Altrincham Preparatory School has concerns about a member of either teaching or associate staff (including the Designated Safeguarding Lead) or volunteer in the school, they should also tell the Head Master. If he is absent, the matter should be referred to the Chair of Governors. The Head Master/Chair of Governors will notify the Designated Safeguarding Lead (unless the Designated Safeguarding Lead is the subject of the allegation).

Any suspicions of abuse that meet the criteria as set out in section 145 of KCSIE September 2016, i.e. in cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

will be referred to the local authority designated officer (LADO) within 24 hours and, in the most serious cases, the police. The Headmaster and Designated Safeguarding Lead will not undertake investigation of any claims made which meet the criteria as set out in section 145 of KCSIE September 2016 without prior consultation with the LADO. The rights of individual members of staff to be informed and protected will be upheld. The quick resolution of an allegation against a teacher will be a high priority and all unnecessary delays will be avoided. Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned; and
- the need for a full and fair investigation

Any allegation or complaint against the Head must be made to the Chairman of Governors, or in his absence a Vice-Chairman. In such circumstances the Designated Safeguarding Lead will report to and consult with the Chairman of Governors, or in his absence a Vice-Chairman. The Head Master should not be informed.

The School will promptly report to the Disclosure and Barring Service (DBS) any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm, to a child and has been removed from working with children or would have been removed if they had not left.

Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and the dismissal does not reach the threshold for DBS referral, a referral will be made to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

Any abuse is to be referred to the LADO straight away to discuss any allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement with the Police. Discussion should be recorded in writing and any communication with both the individual and the parents of the child/children agreed. The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The school will give due weight to the views of the LADO, KCSIE and WT when making a decision about suspension.

The school will make every effort to maintain confidentiality and guard against unwanted publicity.

If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

**** see Agency Referral to the LADO form – Allegations of Abuse against a person who works with Children**

Childcare:

As APS provides childcare within the early and later years (after-school care is sub-contracted out to Kids Collective for boys year 1 and above), the stipulations stated within the Childcare Act 2006 are followed which includes informing Ofsted of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises – as soon as practicable and within 14 days at the latest. Staff, this includes volunteers, supply/agency staff/self-employed people/other organisations contracted to provide childcare, are checked that they are not co-habiting with a "disqualified" person. This is so for Governors who are potentially within the scope of the guidance. The grounds for disqualification are stated in the Regulatory Handbook, part 3, section 134.

Allegations against pupils (peer on peer abuse):

Children are capable of abusing their peers. KCSIE September 2016 states that peer on peer abuse is most likely to include, but is not limited to, bullying (including cyber-bullying), sexting and gender based violence/sexual assaults (such as girls being sexually touched/assaulted and boys being subject to initiation type violence) and is clear that abuse is abuse and should not be tolerated

or passed off as 'banter' or 'part of growing up'. Employees and volunteers should be alert to the possibility of peer on peer abuse and report such abuse so that it can be investigated and victims can receive appropriate pastoral support. Incidences of peer on peer abuse where there is reasonable cause to suspect that a child has suffered harm, is in immediate danger or is at risk of harm, or is in need of additional support from Children's Social Care, will be treated as a child protection concern.

The School's Anti-Bullying Policy, which is available on the School's website, explains how allegations of bullying will be investigated and pupils supported.

If a pupil makes a sexting disclosure (that is, a disclosure of 'youth produced sexual imagery') to an employee or volunteer, the employee or volunteer should inform one of the Designated Safeguarding Leads. Employees and volunteers must not ask to view images, search mobile devices, print out any material or move any material from one storage device to another. The Designated Safeguarding Lead will investigate the concern and support pupils by following the UK Council for Child Internet Safety's advice in Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (August 2016) and the Department for Education's advice on Searching, Screening and Confiscation (February 2014).

If a child or his/her parent informs an employee or volunteer about any other form of abuse by another pupil in the school, the employee or volunteer should pass the information to the Designated Safeguarding Lead or the Head Master (depending on the form of abuse) so that the allegation can be investigated and pupils supported. If an employee or volunteer has concerns about abuse of a pupil by another pupil in the school, they should also tell the Designated Safeguarding Lead or Headmaster as appropriate.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Behaviour Management Policy, which is available on the School's website, will apply. Consideration will also be given to the provision of pastoral support to the perpetrator and whether they may be in need of early help or in need of additional support from Children's Social Care.

ii) Cases of serious harm:

In cases of serious harm, the police should be informed immediately. The School (APS) does NOT require parental consent before reporting allegations to the LADO.

[Refer to Appendix 2]

APS will follow up all referrals appropriately and involve Social Services within 24 hours in writing of a disclosure or suspicion of abuse.

In line with Working Together 2015, staff will respond to and report concerns about children in need or at risk as follows:

Child in need > DSL > children's social care

Child at risk > DSL > children's social care/police if crime committed – immediately/24 hours/one working day OR referral can be made direct

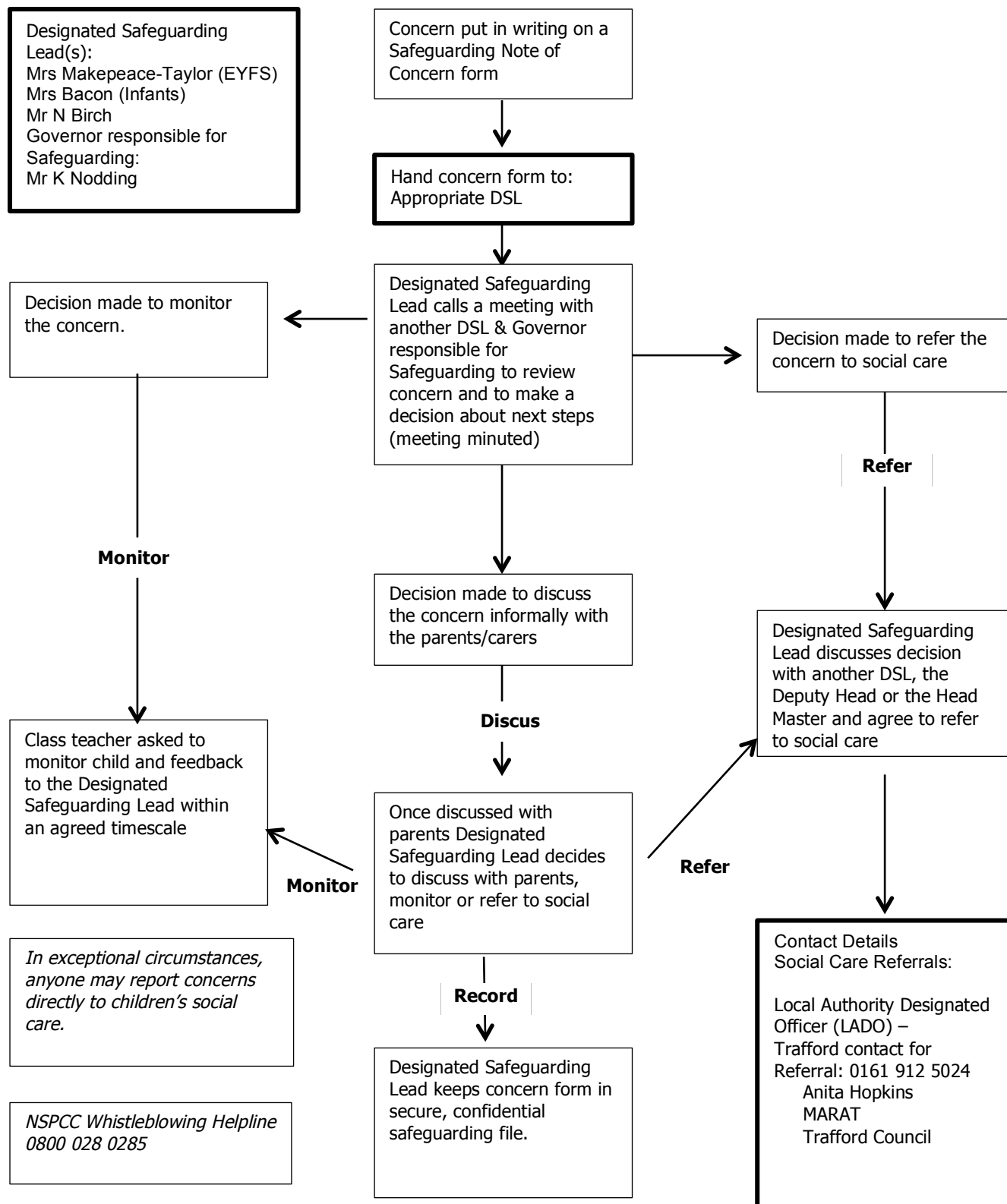
Staff are aware that anyone can make a referral and that parental consent for referrals to statutory agencies is not required.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anyone can make a referral.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Support

i) Boys and families

APS recognises that boys who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. APS may be the only stable, secure and predictable element in the lives of boys at risk.

Therefore, APS will endeavour to support boys through:

- APS ethos, which promotes a positive, supportive and secure environment and which gives all boys and adults a sense of being respected and valued;

- the implementation of school behaviour management policies;
- the curriculum, in particular the PSHE curriculum, which is designed to encourage self-esteem and self-motivation as well as coverage of topics such as "keeping safe on-line";
- a consistent approach, which recognises and separates the cause of the behaviour from that which the boy displays;
- regular liaison with the other supporting professionals and agencies (for boys and their families who are supported outside school);
- a commitment to develop productive, supportive relationships with parents, whenever it is in the boy's interests to do so; and
- the development and support of a responsive and knowledgeable staff trained to respond appropriately in boy protection situations

It is highlighted to staff that children carrying specific learning difficulties or any other associated challenge are particularly vulnerable to abuse so their awareness is appropriately raised.

ii) Staff

Receiving a disclosure or observing signs of abuse can be very distressing. All staff should discuss their feelings with the Head Master or a DSL.

Incidents of a boy protection nature can affect staff not directly involved. Meetings should be used to support staff in this situation.

In the event of members of staff being asked to attend a Strategy Meeting they need to make sure all information they may hold is available.

Staff required to attend a boy protection case conference should prepare a report for the meeting.

The Head Master or the Deputy Head will be available to support and advise staff, as will any other DSL, in connection with the above.

Any member of staff who is concerned about involvement in boy protection issues can, in confidence, discuss the matter with the Head Master.

Confidentiality

Staff have the professional responsibility to share relevant information about the protection of boys with other professionals particularly investigating agencies. If a boy confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the boy sensitively that he has a responsibility to refer the matter to a designated officer for the boy's own sake. At the same time, the boy should be reassured that the matter will be only be disclosed to the designated officer, who will then decide on appropriate action. Staff who receive the information about boys and families in the course of their work should hold and act on the information only within a professional context. Boy protection records should be kept securely locked within the Head Master's filing cabinet held in his office.

Personal information about all boys and their families is regarded by those who work at APS as confidential. All staff will aim to maintain this confidentiality. All records relating to boy protection incidents will be maintained by the Head Master and only shared as is consistent with the protection of boys.

Photography (including EYFS & Nursery)

Parents are to refer to the "Terms and Conditions" with regard to their obligations and all members of APS' community are to refer to the school's policy on "Taking, Storing and Using Images of Children".

Photographs will only be taken of children with their parents' permission (provided within their acceptance of an offer of a place at APS within the "Terms and Conditions"). Photographs will only be taken by a designated staff member/s on school equipment. Where photographs are taken by staff to give evidence of children's progress, photos can only be taken on school cameras. They must then be downloaded onto school computers, where they will be monitored. Photos cannot be used or passed on outside the school.

Neither staff nor children may use their own mobile phones to take photographs within our EYFS setting; nursery and up to Reception year in our school.

iii) Parents

- Parents play an important role in protecting their boys from abuse. APS is required to consider the safety of the boy and should a concern arise professional advice will be sought prior to contacting parents.
- APS will work with parents to support the needs of their son(s).
- APS aims to help parents understand that APS, like all other schools, has a responsibility for the welfare of all boys and has a duty to refer cases to the Trafford Social Services in the interests of the boy.

iv) When a boy transfers to another school

- If a boy is on the child protection register, their Social Worker will be contacted by the Head Master and informed of the transfer.
- When a boy changes schools within the authority, child protection records will be passed on to the Head Teacher at the receiving school.
- When a boy is moving to another authority, information will be passed onto the next school's Head Teacher. Case conference minutes are not transferred but the date, name of chair, LA and outcome will be included on the records transferred.
- "Files should be wholly transferred (not copied) to a pupil's new school as soon as possible and separately from the main pupil file. A receipt from the receiving educational setting is needed".

v) Training

- APS has a commitment to training and attendance at inter-agency child protection meetings.
- The school's Designated Safeguarding Leads will undertake specific interagency safeguarding training. This training will be updated every two years.
- All appointed staff – teachers, teaching assistants, administrative staff, caretakers, kitchen staff and cleaning staff – will be made aware of the arrangements for safeguarding and will take part in in-service training led by an appropriate officer from Trafford LEA (School improvement service). This training will be updated every three years.
- All staff will receive Prevent (Radicalisation and Identifying Children at risk of Radicalisation) training as part of the overall safeguarding training
- The Head Master will expect learning to cascade to those who help out at the school (e.g. peripatetics, those supporting with SpLD, the catering team that advises the school) via the respective members of staff who hold responsibility for organising their time in school (e.g. SENCo, Catering Manager and the Specialist Music teacher).
- All newly appointed members of staff will undergo an induction session with either a Deputy Head, Assistant Head or Phase Group Leader.
- Staff are required to sign, annually, a declaration form confirming that they are knowledgeable about and compliant with the Safeguarding Procedures in place at APS.
- Induction training includes the following 5 compulsory elements:
 1. Safeguarding Policy
 2. Staff Code of Conduct
 3. Whistleblowing Policy
 4. Identification of the DSLs
 5. Copy of Part 1 of the latest version of KCSIE
- Within the curriculum pupils are taught about Radicalisation

The responsibility for the overseeing of the above training regime lies with the Academic and Pastoral Management Team (A&P).

vi) Case conferences and core group meetings

- In each case APS will assign the appropriate member of staff to attend a Child Protection Case Conference. Where possible the member of staff will be accompanied by the Head Master. If this is not possible the Deputy Head or another senior member of staff will accompany the member of staff. Staff attending the Case Conference should prepare a report, presenting this to the Case Conference Chair at the start of the meeting. The Chair will gather all information and assess the risks. Staff will be asked for their view in respect of registration.
- If a boy's name is placed on the local Child Protection Register a Core Group will be agreed. All Core Group members meet regularly (at least monthly) to monitor the progress of the Child Protection Plan and Core Assessment. Attendance at these meetings will be given priority.
- The Head Master (or the Deputy Head) will be available to give advice and support.
- Where no registration has taken place, schools may be asked to monitor the ongoing situation, so it is the relevant member of Staff's responsibility, with support from the Head Master, to ask for clarity about information required, timescales, and reporting methods.

vii) Action to be taken at the conclusion of a Safeguarding Case

The Governor with responsibility for safeguarding will convene a meeting with the Head Master, the Deputy Head and the Academic and Pastoral Care Management team to review the case, in order to ascertain whether or not there were any deficiencies or weaknesses in the safeguarding arrangements. Any deficiencies or weakness are to be remedied without delay.

N.B. The school will report promptly the disclosure and barring service any person (whether employed, contracted, a volunteer or student) who has harmed or poses a risk of harm to a child and who has been removed from working paid or unpaid with children or would have been removed had he or she not left earlier.

N.B. The school will make a referral to the National College for Teaching and Learning (NCTL), where a teacher has been dismissed for misconduct or would have been dismissed if not resigned.

viii) Safer recruitment procedures

APS pays full regard to current Government guidance "Keeping Children Safe in Education" (September 2016). The school ensures that all appropriate measures are in place and followed in relation to everyone who works in the school and who is likely to be perceived by the boys as a safe and trustworthy adult.

Safer Recruitment Practice (in line with Independent Standards Regulations) includes scrutinising applications using a standard application pro-forma, verifying their identity and academic or vocational qualification(s), obtaining a professional reference, checking previous employment history (any gaps in their employment history must be satisfactorily explained), ensuring that a candidate has the health and physical capability to carry out the duties that will be assigned to them, carrying out an enhanced DBS check and all other pre-employment checks (see Recruitment of Staff Policy and Safer Recruitment Procedures).

In line with statutory changes underpinned by regulation, the following requirements apply to APS's staffing:

- APS is committed to keep an up-to-date single central register which details the appointment checks carried out by the school which are in line with the Independent School Standards Regulations
 - APS ensures that supply staff have undergone necessary checks and that they have been made aware of this policy.
- Regular supply staff will have received the Staff in-service training from one of the school's DSL level trained members of staff
- Identity checks will be carried out on all appointments to APS's workforce BEFORE an appointment is made
 - Any person whose services are no longer used because he or she is considered unsuitable to work with children will be reported, in writing, to the DBS and to the National College for Teaching and Leadership (NCTL) within one month of leaving Altrincham Preparatory School

Review:

Boy concerns form part of each Academic and Pastoral care committee (A&P) meeting, and at these meetings (at least once a term and with the Governor responsible for safeguarding matters present) issues regarding safeguarding or pastoral care which requires immediate attention will be raised.

With reference to safeguarding, the remit of the meetings also includes:

- a. An annual review by the Governor with responsibility for safeguarding and the three DSLs (EYFS, Infants & Juniors) of the school's safeguarding protocol and associated policies. Any changes recommended by the committee will require the agreement of the Governors as a whole and must be minuted.
- b. The responsibility to ensure appropriate and updated training for the designated officers (at least every 2 years) and for the named Governor and all other staff (at least every 3 years)

The Designated Safeguarding Leads:

Are responsible under the direction of the Head Master, for:

1. the implementation and review of the policy, so ensuring that it is kept up-to-date
2. keeping a record of all appropriate training and recommending new training requirements
3. ensuring that all appropriate records are kept and transferred correctly

The Head Master

- The Head Master is ultimately responsible for the implementation of the policy and ensuring that the outcomes are monitored. The Head Master will review, annually, with the governors, the working of the policy.
- The person to contact in his absence is: The Chairman of Governors or in his absence the named Governor who sits on the sub-Committee for Academic and Pastoral care matters.
- The Head Master is ultimately responsible for ensuring that all cases of suspected or actual problems associated with child protection are investigated and dealt with.
- The Head Master will ensure that he is aware of the latest national and local guidance and requirements and will keep staff informed as appropriate.
- The Head Master will ensure that appropriate training for staff is organised appropriately.
- The Head Master will liaise with the Chair of Governors and the named Governor who is a member of the sub-Committee for Academic and Pastoral care matters, to ensure that the Governors are kept informed of any changes in the regulations relating to the Safeguarding Policy document. The Safeguarding Policy is to be up-dated as required.

The Staff

- All staff, including supply teachers, visiting teachers (e.g. peripatetic teachers), support staff (e.g. specialist support teachers who teach within the school), administrative staff and those supporting school trips, will be informed of the Head Masters' name and APS's policy for the protection of boys by their Line Manager or Phase Group Leader, through the staff handbook, and through whole staff training and meetings.

- All staff need to be alert to the signs of harm and abuse. **They should access and refer to APS's policies relating to the Management of Behaviour for the Welfare and Protection of Boys at all times.**
- Staff should report any concerns immediately, or as soon as possible (i.e. that day) to the DSL, or in their absence, to the Head Master or the Deputy Head. If in any doubt, they should consult with the Head Master and/or the Deputy Head.
- All relevant national and local procedures will be made available for staff reference and these are located in the Head Master's office.

Equal Opportunities

All staff and governors with responsibilities under this policy must take into account the equal opportunities policies when discharging their duties.

Complaints

We hope that you and your child do not have any complaints about our school, but should you do, copies of the School's complaints procedure can be sent to you on request.

Monitoring and Review

The Governor responsible for Safeguarding will monitor the working of the policy and will report annually to the Governors including within his report any recommendations and actions to be implemented for the Board's consideration.

Signed: Mr Nigel Birch (Senior Teacher)

Signed: Mrs Sara Makepeace-Taylor (Assistant Head EYFS)

Date: 6th October 2016

Date: 6th October 2016

Signed: Mr A Hill

Mr K Nodding

Chair of Governors

Governor with specific responsibility for Safeguarding

Date: 17th November 2016

Date: 17th November 2016

November 2016

Next review date: September 2017

Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education www.gov.uk/government/publications/children-missing-education guidance.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission⁷¹ for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.⁷²

Where a parent notifies a school that a pupil will live at another address, all schools are required⁷³ to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address⁷⁴

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record⁷⁵ in the admission register:⁷⁶

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school

Schools are required⁷⁷ to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended,⁷⁸ as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education www.gov.uk/government/publications/children-missing-education-guidance.

⁷¹or by reason of sickness or unavoidable cause or on a day exclusively set apart for religious observance by the religious body to which their parent belongs or because the school is not within walking distance of the pupil's home and no suitable arrangements have been made by the local authority either for their transport to and from the school or for boarding accommodation for them at or near the school or for enabling them to become a registered pupil at a school nearer their home.

⁷²In default of such agreement, at intervals determined by the Secretary of State.

⁷³Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

⁷⁴Where schools can reasonably obtain this information.

⁷⁵Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

⁷⁶Where schools can reasonably obtain this information.

⁷⁷Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

⁷⁸Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.

⁷⁹Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide⁷⁹ the local authority with:

- the full name of the pupil;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and

- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice [Enrolment of 14 to 16 year olds in full time further education](http://www.gov.uk/government/publications/enrolment-of-14-to-16-year-olds-in-full-time-further-education). www.gov.uk/government/publications/enrolment-of-14-to-16-year-olds-in-full-time-further-education The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

Appendix 1:

Multi Agency Referral and Assessment Team (MARAT)

Who to contact

MARAT
Trafford Town Hall
Talbot Road
Stretford
M32 0TH

marat@trafford.gov.uk
Tel: 0161 912 5125; emergency out of hours 0161 912 2020

What is the MARAT and what do they do?

MARAT is a Multi Agency Referral and Assessment Team that acts as the 'front door' for Trafford's children and young people's service.

MARAT accepts referrals for children and young people that are deemed to be in need of a certain level of support and undertakes Child Protection Enquiries where appropriate.

Once a referral has been accepted an Initial Assessments will be completed with a view to identifying appropriate services.

Depending on the nature of your enquiry or request MARAT will also:

- Give advice and guidance
- Provide information on available services
- Put you in contact with other agencies or services which may be of help
- Put you in contact with the relevant professional dealing with a family

Who can contact MARAT?

Anyone can contact MARAT, including parents, carers, young people, professionals, family members.

Where required MARAT will provide appropriate services to help people make contact with them e.g. interpreter.

Appendix 2:

Child Protection - Staff Guidance

A. Procedures to be followed:

- **Members of staff who suspect abuse of a boy, whether by an adult or another boy/child, should report their suspicions to the appropriate Designated Safeguarding Lead (see scheme detailed earlier).** This reporting will include a written record on the APS Note of Concern proforma (see end of document). The relevant Designated Safeguarding Lead, in consultation with the Governor's nominated representative, will determine whether the Social Services and in some instances, the Police will be notified. It is the role of the police to investigate this type of incident.
- **Information received from other schools, parents, Trafford Social Services and various other sources will be suitably recorded.** Where it is thought that Trafford Social Services are not aware of any case to which they should be alerted, they will be informed.
- **Risk Register.** A confidential register will be maintained of all those boys known to be at risk. Names will be entered on the "At Risk" Register if it is confirmed by Trafford Social Services that the boy is actually at risk.
- Where a boy is known to be at risk, the Head Master will inform the DSLs, the Deputy Head and the relevant Class Teacher, as well as members of the Management and Leadership Team.
- Staff who organise educational visits should know the names of those boys involved and seek information about any involvement of Social Services.
- The Class Teacher or Head Master will attend any reviews called by the Social Services

Procedures in respect of Child/Boy Abuse

Abuse exists where children under the age of eighteen (NSPCC) years have been physically or emotionally abused or severely neglected. It is essential, therefore that all those at APS know the signs of child abuse and are aware of the procedures that they must follow to safeguard the boy.

The Education Service in general, and APS in particular, has the role of recognising and responding to potential indicators of abuse and neglect. All other action should be taken by those with statutory powers to help the boy. Early contact and close liaison with such agencies is therefore regarded as essential by APS.

In the event of an actual or suspected case of child abuse by parents, teachers or any other adult, it is the responsibility of all school staff to report this to the appropriate Designated Safeguarding Lead as soon as possible. He/She is responsible for ensuring that boys are identified and the appropriate agency involved immediately. It is important that if staff overhear boys discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Staff leading school visits, particularly residential ones, should provide a list of those boys taking part to the Head Master to ensure that they are made aware of all essential information relating to the boys in their care.

B. Indicators of Abuse and Neglect

Injuries

Bruises or abrasions especially about the feet, head, genitals or other parts of the body where they would not normally be expected to occur given the age of the boy.

Damage or injury to the mouth of a boy e.g. bruises or cut lips.

Bite marks.

Burns and/or scalds especially small circular burns (often cigarette burns).

Bilateral injuries such as two black eyes – this rarely occurs accidentally.

Fractures in boys under two years old.

Poisoning and other misuse of drugs

Repeated minor injuries and/or self harming

Other signs include:

Lethargy.

Withdrawal.

Wariness.

Passivity.

Frozen awareness.

An unkempt, dirty appearance.

Developmental retardation without a medical condition.

Over-solicitous behaviour towards adults.

Failure to thrive or grow without an underlying medical condition.

If you suspect a boy is abused:

Immediately tell the relevant Designated Safeguarding Lead or, in their absence, as described within the policy

Record the facts as you know them

Ensure the boy is kept safe

If a boy tells you about abuse by someone else:

Allow the boy to speak without interruption

Make no judgement or criticism

Do not promise confidentiality – tell the boy that you must pass the information on in order to keep him safe

Follow the school's guidance and policy guidance as in suspecting a boy is being abused

If you receive an allegation about any adult or about yourself:

Immediately tell the Designated Safeguarding Lead or as described in the policy

Record the facts as you know them

Try to ensure that no-one is placed in a position which could cause further compromise



At Altrincham Preparatory School,

We believe that we all share the responsibility

for promoting the welfare and protection of

boys and we have a duty to safe-guard them

from significant harm, as embodied in the statutory

guidance 'Keeping Children Safe in Education' (2016),

'Working Together to Safeguard Children' (2015)

and 'The Prevent Duty' (2015).

This includes physical, sexual and emotional abuse

as well as neglect of all children.

Code of Behaviour

- **DO** provide a good example of behaviour
- **DO** provide access to independent listeners for the child
- **DO** avoid situations that might compromise your relationship with the boys and are unacceptable within the relationship
- **DO** keep doors open if a boy is with one adult. Activities which require privacy should take place in a room which can be easily observed by others
- **DO** keep physical contact to a minimum. This should only occur where there is genuine reason for contact in relation to the activity e.g. PE, Music, First Aid
- **DO** behave appropriately on school trips
- **DO** give and receive presents in an open setting
- **DO** remember that someone else might misinterpret your actions, no matter how well intentioned
- **DO** recognise that caution is required even in sensitive moments of counselling, such as dealing with bullying, bereavement or abuse
- **DO** act on suspicion or disclosure of abuse
- **DO NOT** let suspicion, disclosure or allegation of abuse go unrecorded or unreported
- **DO NOT** use e-mail, text messaging or other means of electronic communication to pass personal information to a boy
- **DO NOT** participate in any inappropriate physical or verbal contact with boys
- **DO NOT** show favouritism to any pupil
- **DO NOT** behave in a way which might be regarded as demeaning or belittling towards pupils
- **DO NOT** share details of personal information inappropriately
- **DO NOT** rely on your good name and reputation to protect you
- **DO NOT** believe 'it could never happen to me'

Safeguarding Children: Note of Concern

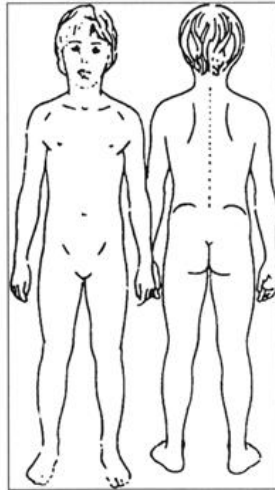


Name of Child:		Class:	Date:
Issue: Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. Please keep the account very factual. (Please continue on the back of page if necessary): Signed:			
How did you become aware of the issue? Please circle: <div style="display: flex; justify-content: space-around;"> observation disclosure </div>			
Reported to:		Date and time of report completed:	
Outcome: please include the outcome of the discussions with parents/carers where this is appropriate:			
Further action: please circle below: Continue to monitor Complete CAF (Common Asst Fr'wk) Convene TAC (Team around the Child) Refer Social/Police			
Signed:		Date:	

Signs of Physical Abuse

Common Sites for Non-accidental injury

- Eyes
- Ears
- Cheeks
- Mouth
- Shoulder
- Chest
- Upper Arms
- Inner arms
- Stomach
- Genitals
- Front thighs
- Buttocks
- Back of thighs



Common Sites for Accidental injury

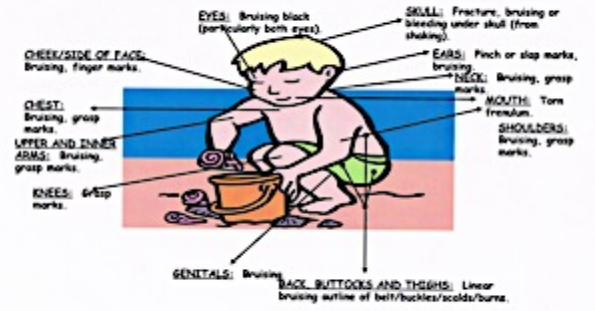
- Forehead
- Crown
- Bony spinal protuberances
- Elbows
- Iliac crest
- Knees
- Shins

COMMON SITES FOR ACCIDENTAL INJURY



3

COMMON SITES FOR NON-ACCIDENTAL INJURY



4