



## Child Protection and Safeguarding Policy [November 2018]

### KEY EXTERNAL CONTACT DETAILS<sup>[1]</sup>

Local Authority Designated Officer	Anita HOPKINS TEL: 0161 912 5125 EMAIL: <a href="mailto:MARAT@trafford.gov.uk">MARAT@trafford.gov.uk</a>
Local Authority Children's Social Services	TEL: 0161 912 5125 EMAIL: <a href="mailto:MARAT@trafford.gov.uk">MARAT@trafford.gov.uk</a> OUT OF HOURS EMERGENCY DUTY TEAM TEL: 0161 912 2020
Additional relevant Local Authority contacts	<b><u>Warrington Multi Agency Safeguarding Hub (MASH)</u></b> Working hours, 01925 443400 Outside of normal office hours, 01925 444400 <a href="mailto:childreferral@warrington.gcsx.gov.uk">childreferral@warrington.gcsx.gov.uk</a> <b><u>Cheshire East Consultation Service (ChECS)</u></b> on 0300 123 5012 (option 3), or Out of hours Service on 0300 123 5022 <b><u>Manchester Contact Centre</u></b> 0161 234 5001 (Contact Officer)
Multi-Agency Safeguarding Hub	TEL - 0161 912 5125 EMAIL: <a href="mailto:MARAT@trafford.gov.uk">MARAT@trafford.gov.uk</a>
Designated Nurse for Safeguarding Children	0161 912 4699
Support and Advice about Extremism	<b>Police</b> GMP Prevent Engagement Officer DC Robinson –TEL: 07468717971 TEL: 101 (non-emergency number for report FGM to the local police) EMERGENCY: 999 NON EMERGENCY NUMBER: 101 EMAIL: <a href="mailto:Jason.robinson@gmp.police.uk">Jason.robinson@gmp.police.uk</a>  <b>Local Authority</b> GMP Prevent Engagement Officer Kim Parkinson –TEL: 07900709270 EMAIL: <a href="mailto:kim.parkinson@gmp.pnn/police.uk">kim.parkinson@gmp.pnn/police.uk</a> PREVENT LEAD: 0161 765 4587 Anti-Terror Hotline - 0800 789 321  <b>Department for Education</b> NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a>

NSPCC whistleblowing advice line	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: <a href="mailto:dbsdispatch@dbs.gsi.gov.uk">dbsdispatch@dbs.gsi.gov.uk</a>
Teaching Regulation Agency	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a>

## KEY SCHOOL CONTACT DETAILS

Governors	<p><b>Chair of Governors</b> <b>Andrew Hill</b> TEL 0161 928 3366 EMAIL: <a href="mailto:andrewhill@altprep.co.uk">andrewhill@altprep.co.uk</a></p> <p><b>Nominated Safeguarding Governor</b> <b>Keith Nodding</b> TEL: 0161 928 3366 EMAIL: <a href="mailto:k.nodding@altprep.co.uk">k.nodding@altprep.co.uk</a></p>						
Designated Safeguarding Lead (DSL) {and Deputy Designed Safeguarding Leads (DDSLs)}	<p><b>Main DSL for the School :</b> Mrs V Hayton TEL: 0161 928 3366 EMAIL: <a href="mailto:v.hayton@altprep.co.uk">v.hayton@altprep.co.uk</a></p> <p><b>Deputy DSLs:</b> The school is located on three sites, EYFS, Pre Prep and Prep, the school has Three Deputy DSLs:</p> <table border="0"> <tr> <td>Prep</td> <td>Mrs L McKenna (<a href="mailto:l.mckenna@altprep.co.uk">l.mckenna@altprep.co.uk</a>)</td> </tr> <tr> <td>Pre Prep (Excluding EYFS)</td> <td>Mrs J Bacon (<a href="mailto:j.bacon@altprep.co.uk">j.bacon@altprep.co.uk</a>)</td> </tr> <tr> <td>EYFS</td> <td>Miss Sue Kelly (<a href="mailto:s.kelly@altprep.co.uk">s.kelly@altprep.co.uk</a>)</td> </tr> </table> <p>In school if any of the above DSL or Deputy DSLs are absent, matters will be referred to the most appropriately DSL level trained member of staff. In addition to the above, Mr A Whittaker (Head Master) (<a href="mailto:headmaster@altprep.co.uk">headmaster@altprep.co.uk</a>) Mr N Birch (Senior Master) (<a href="mailto:n.birch@altprep.co.uk">n.birch@altprep.co.uk</a>)</p>	Prep	Mrs L McKenna ( <a href="mailto:l.mckenna@altprep.co.uk">l.mckenna@altprep.co.uk</a> )	Pre Prep (Excluding EYFS)	Mrs J Bacon ( <a href="mailto:j.bacon@altprep.co.uk">j.bacon@altprep.co.uk</a> )	EYFS	Miss Sue Kelly ( <a href="mailto:s.kelly@altprep.co.uk">s.kelly@altprep.co.uk</a> )
Prep	Mrs L McKenna ( <a href="mailto:l.mckenna@altprep.co.uk">l.mckenna@altprep.co.uk</a> )						
Pre Prep (Excluding EYFS)	Mrs J Bacon ( <a href="mailto:j.bacon@altprep.co.uk">j.bacon@altprep.co.uk</a> )						
EYFS	Miss Sue Kelly ( <a href="mailto:s.kelly@altprep.co.uk">s.kelly@altprep.co.uk</a> )						
Designated Teachers for Looked After Children	Mrs V Hayton TEL: 0161 928 3366 EMAIL: <a href="mailto:v.hayton@altprep.co.uk">v.hayton@altprep.co.uk</a>						
Head Master	Andrew Whittaker TEL: 0161 928 3366 EMAIL: <a href="mailto:headmaster@altprep.co.uk">headmaster@altprep.co.uk</a>						

## POLICY STATEMENT

**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 [2].**

This policy is reviewed and updated annually [3] (as a minimum) or as needed when new direction is received. The policy is available on the School's website as well as on the School's servers and within the safeguarding file in each staffroom [4].

### Related documents and policies:

**This policy has regard to the following guidance and advice [5]**

- Keeping Children Safe in Education (Department for Education September 2018)
  - KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (August 2018)
  - 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 2015)
- Working Together to Safeguard Children (HM Government July 2018)
  - WT refers to the non-statutory advice for practitioners: *Information sharing* (July 2018)
- What to do if you are worried a child is being abused (HM Government July 2018)
- 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 childcare providers* (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 January 2018)
- Trafford Safeguarding Children Board's threshold document
- Trafford Safeguarding Model Policy
- Trafford Safeguarding Children Board's "Encompass Procedures" (July 2017)
- Independent Schools' Bursars Association (ISBA) Child Protection and Safeguarding Template/Model Policy
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (D of E 2018)

Whilst virtually all policies are related to safeguarding, more pertinent ones are referenced below and staff will refer to these to take "reasonable measures":

Child Protection and Staff Behaviour Policy	Whistleblowing Policy
Prevent Duty Guidance and Risk Assessment	Anti-Bullying Policy
Recruitment Selection and Disclosure Policy	Behaviour Management Policy
Central register of appointments	PSHE policy
Procedures for managing allegations of abuse against professionals	Induction of new staff
Physical contact policy	Visiting Speaker / Intruder policy
Policy on Pupils' Use of ICT, Mobile Phones and other Electronic Devices	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 Assessment Policy	Supervision of Children Policy
Channel Duty Guidance	

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.

This policy also takes into account the procedures and practice of Trafford Local Authority as part of the inter-agency safeguarding procedures set up by the Local Authority Children's Social Services (MARAT) [6].

## CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes[7]. Safeguarding and promoting the welfare of children is everyone's responsibility[8] and the protection of boys at APS 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 2018 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
- children includes everyone under the age of 18

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 2018 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 practitioners 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.

A.P.S takes 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 2018 (or any further updates), and Working Together to Safeguard Children July 2018, 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 2018 (or any further updates), the Safeguarding Policy, the Staff Behaviour Policy, the School's Whistle Blowing Policy and the School's 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. These can include assuming that any indicator of possible abuse, such as behaviour, mood and injury, relates to the child's disability and so dismissed. It is acknowledged that children with SEN needs and/or other disabilities can be disproportionately impacted upon by negative behaviours, such as bullying, without these children outwardly showing any signs of their effects. It is also known that communication barriers and difficulties in overcoming these challenges exist.
- 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, class activities and assemblies. The School Policies

- relating to the use of electronic communication and social media are available on the School's servers.
- 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 Whittaker.

The Head Master, though appropriately trained (Level 4), has delegated the responsibility of Designated Safeguarding Lead (DSL) to a suitably trained senior member of staff.

- Mrs Vicky Hayton (Learning Support Coordinator) [v.hayton@altprep.co.uk] – Level 4

The Deputy Designated Safeguarding Lead (DDSL) have been allocated to each of the three sites and these are:

- Prep (KS2): Mrs Lindsay McKenna (The Deputy Head) [l.mckenna@altprep.co.uk] – Level 4
- Pre- Prep (excluding EYFS): Mrs Jan Bacon (Assistant Head of Pre Prep) [j.bacon@altprep.co.uk] - Level 4
- EYFS: Miss Sue Kelly (Nursery / EYFS) [s.kelly@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:

- Mr Nigel Birch (Senior Master) [n.birch@altprep.co.uk] - Level 4

The roles of the DSL, DDSLs and other staff are described within **Appendix 1** at the end of this policy.

The School has arrangements for listening to children and providing early help[9]. Details of these arrangements and contact details for Multi Agency Referral and Assessment Team (MARAT) can be found within **Appendix 2**[10].

## **DEFINITIONS OF SAFEGUARDING AND TYPES AND SIGNS OF ABUSE**[11]

Safeguarding and promoting the welfare of children is defined[12] 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; and taking action to enable all children to have the best outcomes.

Abuse is 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 by another child or children.

Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to **Appendix 1** of this policy for further detail of the types of abuse and possible signs of abuse[13].

## **PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD**[14]

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant minimum procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. All staff should [15]:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing on the school's record of concern pro forma. It is essential that the record includes the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the Designated Safeguarding Lead ('DSL') or their deputy). [17]

Where there is a safeguarding concern, the School will ensure the pupil's wishes[18] and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence [19].The School manages this through its pastoral care systems which provide opportunity for children to express their views and give feedback[20]. The School operates its processes with the best interests of the pupil at their heart. (see appendix 3 for schools processes)

### **For Domestic Abuse - Operation Encompass**

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in, heard or been witness to a domestic abuse incident. Following such an incident at home, children will often arrive at school distressed, upset and unprepared for the day. Greater Manchester Police, Trafford social care and key nominated adults in school will work together in partnership to allow the key adults the opportunity of engaging with the child and provide access to silent or overt support that allows them to remain in a safe and secure familiar environment following early reporting to school of a domestic abuse incident. Our nominated key adult is Andrew Whittaker and staff are to refer to Trafford's "Encompass Procedures". (For full details see www.tscb.co.uk)

### **Contextual Safeguarding[21]**

All staff, but especially the DSL and any deputies, should consider the context in which safeguarding incidents and behaviour occur and how they can be associated with factors outside the school. The school will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

### **Early Help[22]**

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

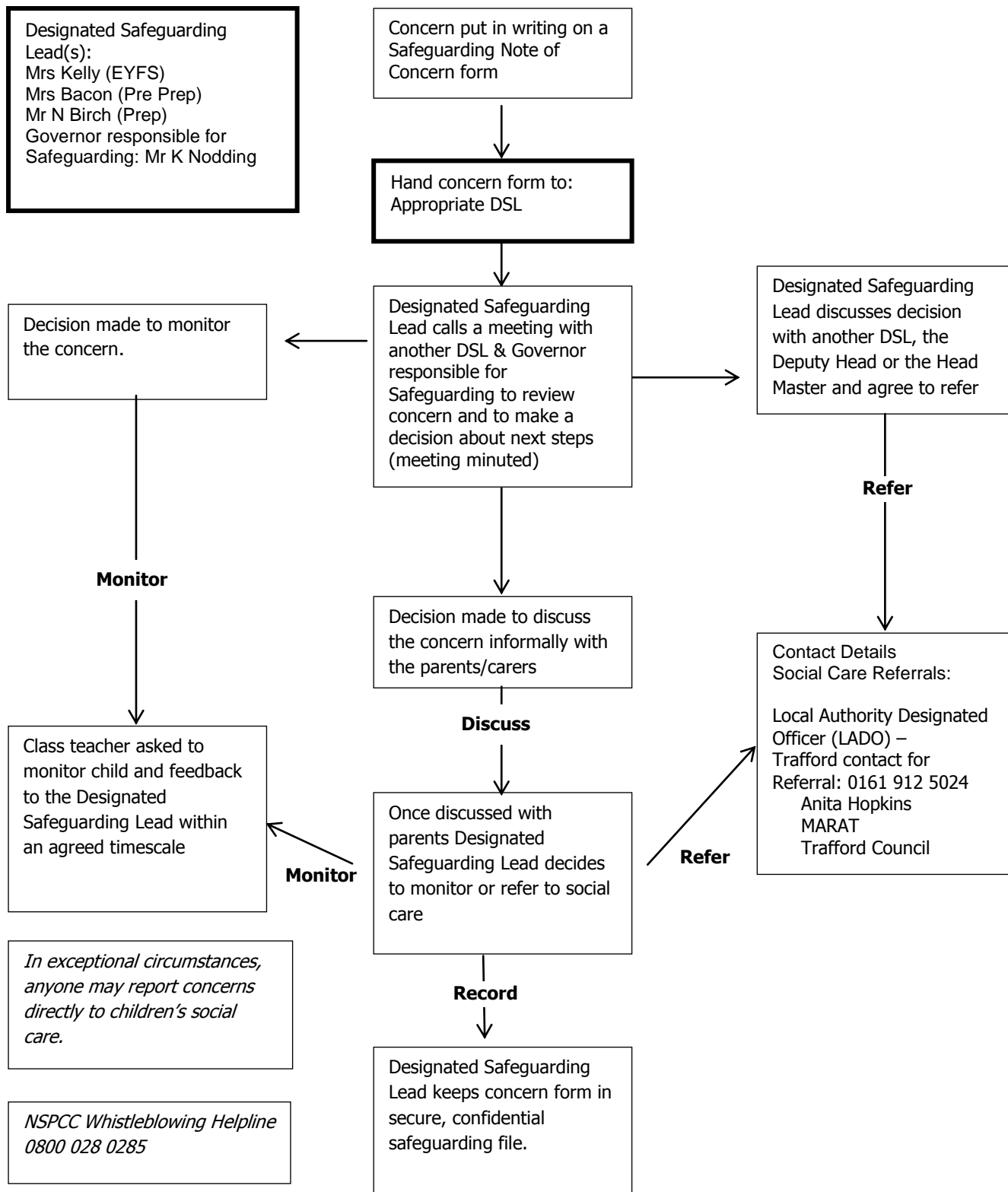
- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.

All staff are expected to identify when a child may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Trafford Safeguarding Children Board referral threshold document (**see appendix 2 and 3 for description of Trafford Safeguarding Levels**). The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

**What staff should do if they have concerns about a child [23] - Summary Flow Chart**

**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care (MARAT). If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should press children's social care for reconsideration. Staff should challenge any inaction and follow this up



with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

**See appendix 4 for more details and how information is to be recorded (including APS record of concern pro forma) at APS**

**What staff should do if a child is in danger or at risk of harm**[\[24\]](#)

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they **should make an immediate referral** to children's social care and/or the Police. **Anyone can make a referral.** Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Board is Trafford Council Children's Services (MARAT). A full copy of their local procedures can be found on Trafford's website ([www.tscb.co.uk/procedures/procedures.aspx](http://www.tscb.co.uk/procedures/procedures.aspx)) or within copy of Trafford's Model Safeguarding Policy a copy of which is included in the safeguarding file found in each staffroom.

The school's specific safeguarding arrangements, e.g. where children are engaged in close one-to-one teaching [\[25\]](#) can be found **in the Child Protection and Staff Behaviour Policy.**

**What staff should do if a child is seen as at risk of radicalisation**[\[26\]](#)

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or contact the local teams below. Advice and support can also be sought from 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](mailto: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](mailto:gaynor.egerton@gmp.police.uk)

GMP Channel Lead: DS Julie Haworth - 0161 856 636 or [julie.haworth@gmp.pnn.police.uk](mailto:julie.haworth@gmp.pnn.police.uk)

Coordinators	Email	Ext	Area
DC Paul Meadows	<a href="mailto:paul.meadows@gmp.pnn.police.uk">paul.meadows@gmp.pnn.police.uk</a>	66373	Trafford

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments[\[27\]](#) (based on Trafford's guidance) of the potential risk in the local area. The risk assessment is shared with staff and governors, in particular the Governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

**Staff are to refer to Prevent Guidance which includes the referral form for recording a concern as well as the school's risk assessment**

**What staff should do if they discover an act of Female Genital Mutilation ('FGM')**[\[28\]](#)

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. Staff are referred **to Appendix 1** of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

**What staff should do if a child goes missing from education**

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are.[\[29\]](#) can also be found within the **Missing Child** policy. Further detail can also be found at Appendix 1 of this policy.



Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly when a child missing from education is also identified as a welfare and/or safeguarding concern [\[30\]](#).

The School will report to Trafford (or appropriate local authority if not residing within Trafford) Local Authority any boy who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more [\[31\]](#).

### **What staff should do if they have concerns about another staff member**

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer(s) at the Trafford Local Authority. Staff may consider discussing any concerns with the School's DSL and make any referral via them.

### **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 staff should do if they have concerns about safeguarding practices in the school**

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. [\[32\]](#) Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's whistleblowing procedures which can be found within the school's Whistle Blowing Policy which can be found on the school's server [\[33\]](#). There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line [\[34\]](#). Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

### **ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS**

Peer-on-peer abuse [\[35\]](#) is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues [\[36\]](#) and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh" and "boys being boys" [\[37\]](#). The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children [\[38\]](#). Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Whilst not being a boarding or residential school, APS does have residential trips for years 3 to 6. APS recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse. [\[39\]](#)

The School takes the following steps to minimise the risk of peer-on-peer abuse<sup>[40]</sup>. Any incidence 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. However, where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures<sup>[41]</sup> below rather than the School's Anti-Bullying and Behaviour policies.

If a pupil makes a sexting disclosure (that is, a disclosure of 'youth produced sexual imagery') to a member of staff (academic or support) or volunteer, the member of staff 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. The School will take advice from the Trafford Local Authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of Trafford, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from Trafford and/ or the Police and/or the clinical commissioning group for Trafford, as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia <sup>[43]</sup>. Rape, assault by penetration and sexual assaults will be passed to the police<sup>[44]</sup> If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. <sup>[45]</sup>

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.

### **THE SCHOOL'S APPROACH TO SEXTING:**

Staff should be aware of and read the "Sexting in schools and colleges" document produced by the UK Council for Child Internet Safety. This can be found on <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis> and a copy is included in the safeguarding file in each staffroom. <sup>[46]</sup>

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by their class teacher and/or appropriate Deputy/Assistant Head and support from external agencies will be sought, as appropriate. <sup>[47]</sup>

#### **Initial response**

*Keeping Children Safe in Education* statutory guidance sets out that all schools should have an effective child protection policy. Youth produced sexual imagery and a school's approach to it should be reflected in the policy.

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.

When an incident involving youth produced sexual imagery comes to a school's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

## Disclosure

Disclosures about youth produced sexual imagery can happen in a variety of ways. The young person affected may inform a class teacher, the DSL in school or any member of the school's staff. They may report to a friend or a parent may inform someone in school, or inform the police directly.

All members of staff (including non-teaching) should be made aware of how to recognise and refer any disclosures of incidents involving youth produced sexual imagery. This should be covered within staff training and within the school child protection and safeguarding policy.

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

## Initial review meeting

The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming
- If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support.

The decision should be made by the DSL with input from the Head Master and input from other members of staff if appropriate.  
**The decision should be recorded in line with school policy.**

The decision should be in line with the school's child protection procedures and should be based on consideration of the best interests of the young people involved. This should take into account proportionality as well as the welfare and protection of the young people. The decision should be reviewed throughout the process of responding to the incident.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police.

## Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

When assessing the risks the following should be considered:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of imagery?
- What is the impact on the pupils involved?
- Do the pupils involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

DSLs should always use their professional judgement in conjunction with their colleagues to assess incidents.

Victims will be supported by their class teacher or appropriate person and support from external agencies will be sought, as appropriate.

• When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report[48]. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe[49]. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport. [50] }

## ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and Trafford Child Safeguarding Board[51], the police and/or a clinical commissioning group for Trafford arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil;
- Possibly committed a criminal offence against or related to a pupil; or
- Behaved towards a pupil in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children[52].

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should also be referred to the Police[53] and also the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis[54].

All allegations should be investigated as a priority to avoid any delay[55].

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager'[56] who is the Head master or, in his absence the Deputy Head or appropriate DSL leading the person's phase. If an allegation is reported to the DSL, the DSL will keep the Head Master informed. Where the Head Master, Deputy Head or DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors or the Directors.[57]. Where the Head Master, Deputy Head or DSL is the subject of the allegation or concern, the Head Master (if it is him), Deputy Head or DSL must not be informed of the allegation prior to contact with the Chair of Governors and designated officer[58]. Where the Head is the sole proprietor, allegations should be reported directly to the designated officer.[59] However, staff may consider discussing any concerns with the DSL and make any referral via them[60].

2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately[61].) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed [62]. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care[63].
3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police[64]. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual[65].
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details[66].
5. *{• Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made[67].}*
6. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police[68].
7. The case manager will discuss with the designated officer[69] whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left[70]. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence)[71].
8. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future[72].

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered[73].

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE[74] and a copy will only be provided to the individual concerned.[75]. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse (IICSA)). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer[76].

Allegations proven to be false, unsubstantiated or malicious will not be included in employer references[77]. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil[79].

## **STAFF BEHAVIOUR POLICY / CODE OF CONDUCT**

The School's staff behaviour policy and code of conduct can be found on the school's server [79]. The aim of the staff behaviour policy OR code of conduct] is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

## **SAFER RECRUITMENT**

**Staff are to refer to the school's "Safer Recruitment Procedures"**

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role[80]. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate[81]. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment[82]. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service[83].

APS pays full regard to current Government guidance "Keeping Children Safe in Education" (September 2018). 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 Teaching Regulation Agency within one month of leaving Altrincham Preparatory School

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors OR and volunteers to work with children and young people is set out in the School's Recruitment Procedures [84].

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriate supervised is set out in the School's Recruitment Procedures and the Visitor Speaker Policy[85].

## **MANAGEMENT OF SAFEGUARDING**

The School's lead DSL is Mrs Hayton who is a member of the Management Team[86].

Mrs McKenna, Mrs Bacon and Miss Kelly are the DDSLs [87] and the persons to whom reports should be made in the absence of the DSL. Other members of the SMT as described in the policy are available should need arise. This ensures there is the required cover for the role at all times.

The DSL and DDSLs' contact details can be found on the Key Contacts page at the start of this policy and in the staff room (**Appendix 5**).

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School[88]. The DSL's responsibilities are to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice[89]. The DSL works with the Governors and the Head Master to review and update the School's Safeguarding policy[90]. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt[91].

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services[92].

During term time, the DSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns[93]. For out of hours/out of term activities, the School's arrangements are that staff should make contact with the Head Master (07394882997) who is available at all times and will ensure proper progress happens through liaison with appropriate personnel [94]

Full details of the DSL's role are set out within **Appendix 1 and Annex B of Keeping Children Safe in Education**.



Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated[95].

Whilst the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

## **TRAINING**

Induction and training are in line with advice from Trafford Local Safeguarding Board [96], and/or the Police and a clinical commissioning group for an area within the local authority.

### **All Staff**

All new staff will be provided with induction training that includes[97]:

- the Child Protection Policy and Safeguarding Policy, including information about the identity and role of the DSL[98]:
- the staff Code of Conduct and Behaviour Policy including the School's Whistleblowing Procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- the safeguarding response to children who go missing from education;
- a copy of Part 1 of KCSIE
- School leaders and staff who work directly with children will also be required to read Annex A of KCSIE (*and Part five of KCSIE*).[99].

Copies of the above documents are provided to all 'staff' during induction [100].

Temporary staff and volunteers are provided with appropriate safeguarding and child protection training from the within the building they are assigned to work [101].

All staff are also required to:

- Read Part One of KCSIE[102] and confirm that they have done so. Each time Part One of KCSIE is updated by the Department for Education, staff will be updated on the changes via the regular staff meetings, phase group meeting and internal electronic communication [103].
- Understand key information contained in Part One of KCSIE. The School will ensure staff understanding by staff confirming that they have understood the document read and through dialogue during phase group and staff meetings [104].
- Receive training in safeguarding and child protection regularly, in line with advice from Trafford, the police and/or the clinical commissioning group within Trafford[105]. Training will include online safety[106] and harmful sexual behaviours[107] (including peer on peer sexual violence and harassment). It will also include Prevent awareness training[108] to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively [109]. The School provides these via, for example, internal communication and staff/phase group meetings.

The cycle of training follows a three year cycle of Full Child Protection Training (September 2018), followed by two years of on-line training (EDuCare) which includes safeguarding and child protection, child exploitation, on-line safety, prevent and prevention of bullying.

The additionally follow annual on-line training on physical restraint, channel, safer recruitment (every 3 years) and child neglect.

The Head Master includes safeguarding during his briefing of staff at the start of each academic year during the InSeT training unless full training occurs at this time from the Trafford training officer or an external agency.

### **DSLs**

The DSLs receive updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role[110]. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children[111] and training in Trafford's approach to Prevent duties and clinical commissioning group for Trafford. Further details of the required training content for the DSL are set out in Annex B of KCSIE.



In addition to their formal training, the DSL's knowledge and skills are updated at least annually[\[114\]](#) to keep up with any developments relevant to their role as above.

All DSLs and deputy DSLs are trained to the same level as the DSL[\[115\]](#).

Training record:

Mr Whittaker – 19/10/18  
Mrs Bacon – 20/01/2018  
Mrs McKenna – 5/11/2018  
Mrs Hayton – 5/11/2018  
Miss Kelly – 19/10/2018  
Mr Birch – 9/2/2018

## **OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES**

Mr K Nodding is the Governing Board-level lead [\[116\]](#) designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. He is a member of the governing body.

Boy concerns form part of each (SMT) 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.

A review of the School's Child Protection Policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation [\[117\]](#). The mechanism for the annual review is through a meeting within the first term (September) of any academic year between the Governor responsible for safeguarding and the lead DSLs for each building [\[118\]](#).

The remit of the meetings also includes:

- a. An annual review by the Governor with responsibility for safeguarding and the three DSLs (EYFS, Pre Prep & Prep) 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 School draws on the expertise of staff, including the DSL and DDSLs, in shaping the School's safeguarding arrangements and policies[\[119\]](#).

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer 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.

### **The Designated Safeguarding Lead:**

Is 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 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 DDSL, 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.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer 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[\[120\]](#).

## THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

### Teaching children how to keep safe

The Governing Body, through the Head Master, ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHE[\[121\]](#) to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation[\[122\]](#). This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults[\[123\]](#).

Internet safety is an integral part of the School's ICT curriculum and is also embedded in PSHE and sex and relationships education.

The School has appropriate filters and monitoring systems in place[\[124\]](#) to safeguard children from potentially harmful and inappropriate material online[\[125\]](#). The School's systems are managed by Fathom, the school's external consultancy firm, who use the filtering program "smoothwall" [\[126\]](#). Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm.

Further detail of the School's approach to online safety[\[127\]](#) can be found in the School's e-Safety Policy which also includes detail on the use of mobile technology in school[\[128\]](#) (and accessing 3G and 4G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet[\[129\]](#) through the School's systems.

### Looked after children

The Governing Body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

Mrs Hayton is the designated member of staff[\[130\]](#) who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

### Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable[\[131\]](#). The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values[\[132\]](#).

The School is required to undertake a risk assessment[\[133\]](#) before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements[\[134\]](#) considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided[\[135\]](#).

Visiting Speakers, whilst on the School site, will be supervised by a school employee[\[136\]](#). On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

## **Arrangements for Visiting Speakers and the risk assessment to be carried out are found within the school's Visiting Speaker Policy**

### **One-to-one or off-site tuition and performances away from the school [\[137\]](#)**

Additional measures taken to safeguard pupils:

#### **One to One Situations** (please refer to Child Protection and Staff Behaviour Policy)

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

Schools need to consider these issues in drawing up their school policies, risk assessments and offer clear training and guidance for the use of any areas of the school which place staff or children in vulnerable situations e.g. photographic darkrooms, counselling rooms.

Any risk assessment should take into account the individual needs of each pupil. Any arrangements should be reviewed on a regular basis.

This means that staff should:

- avoid meetings with pupils in remote, secluded areas of school
  - ensure there is visual access and/or an open door in one to one situations
  - inform other staff of the meeting beforehand, assessing the need to have them present or close by
  - avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
  - always report any situation where a child becomes distressed or angry to a senior colleague
- consider the needs and circumstances of the child/children involved

Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent and the Head Master or other senior colleague with delegated authority, e.g. Deputy Head, Phase Leader. Whatever the case, the Head Master should be informed.

### **Chaperoning Boys away from school**

## **EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS**

### **Disqualification from working in childcare [\[138\]](#)**

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006, including by association with others. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Recruitment and Selection Policy/Procedures [\[139\]](#).

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register [\[140\]](#). This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified, including by association, or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified [\[141\]](#). Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate [\[142\]](#).

### **Use of mobile phones and cameras [\[143\]](#)**

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Acceptable Use Policy [\[144\]](#).

Staff are not permitted to use their personal mobile devices or cameras in school. Staff who wish to use take photographs or video of pupils on a school device) must first speak with the Head Master to obtain his approval before taking any image of a pupil. Staff who wish to use their personal mobile devices or cameras in school for any other reason must first speak with the Head Master, Deputy Head or appropriate Assistant Head. Staff who act in breach of this may be subject to disciplinary action.

Parents are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from the Head Master [\[145\]](#) or the DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is Miss Kelly with responsibility for the EYFS setting [146].

### **Duty to notify Ofsted**

APS will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided [147]. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it [148].

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere) [149].

### **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**

This policy was updated by **Lindsay McKenna (Deputy Head) & Vicky Hayton (Learning Support Co-ordinator)** in consultation with the Independent Schools' Bursars Association (ISBA) Child Protection and Safeguarding Template/Model Policy (September 2018), Trafford's Safeguarding Model Policy (2018) and Keeping Children Safe in Education Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (D of E 2018). Its implementation is the responsibility of **ALL**.

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: Mrs V Hayton**  
**Learning Support Coordinator**  
**Date: December 2018**

.....  
**Signed: Mrs L McKenna**  
**Deputy Head**  
**Date: December 2018**

.....  
**Signed: Mr A Whittaker**  
**Head Master**  
**Date: December 2018**

.....  
**Signed: Mrs J Bacon**  
**Assistant Head Pre-Prep**  
**Date: December 2018**

.....  
**Signed: Miss S Kelly**  
**EYFS**  
**Date: December 2018**

.....  
**Signed: Mr N Birch**  
**Senior Master**  
**Date: December 2018**

.....  
**Signed: Mr A Hill**  
**Chair of Governors**  
**Date: December 2018**

.....  
**Signed: Mr K Nodding**  
**Governor with specific responsibility for Safeguarding**  
**Date: December 2018**

**December 2018**

**Next review date: December 2019**

## **APPENDIX 1 –SIGNS AND TYPES OF ABUSE**

All school 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 [\[150\]](#).

**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 [\[152\]](#).

**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 [\[153\]](#).

**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<sup>153</sup>. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children [\[154\]](#). Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence [\[155\]](#).

**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 [\[156\]](#).

**Specific safeguarding issues:** behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger [\[157\]](#). Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting [\[158\]](#). Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking [\[159\]](#)

**Child sexual exploitation:** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual 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[160].

**Child criminal exploitation (county lines):** Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources[161].

**So called 'honour based' violence:** encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including [• Female Genital Mutilation (FGM)], forced marriage, and practices such as breast ironing. [162]

[• FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs[163]. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination[164].

**If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.**

There is a statutory duty on teachers to personally report to the Police[165] where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate[166]. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) [• or it involves a pupil over 18], teachers should follow the School's local safeguarding procedures. [167]

**Forced marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage[168]. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School



staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufco.gov.uk](mailto:fmufco.gov.uk).

**Radicalisation:** Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism<sup>[169]</sup>. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas<sup>[170]</sup>.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme<sup>[170]</sup>.

**Special educational needs and/or disabilities:** <sup>[172]</sup> Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers<sup>[173]</sup>.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

**Lesbian, gay, bi or trans (LGBT):** Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT<sup>[174]</sup>.

**Domestic abuse:** Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional.

Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. The School should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy<sup>[175]</sup>.

**Homelessness:** Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy<sup>[176]</sup>.

**Children who go missing from school:** A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions<sup>[178]</sup>. The School's procedure for dealing with children who go missing can be found in the School's Missing Children Policy. All unexplained absences will be followed up in accordance with this Missing Children Policy.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended)<sup>178</sup>. This will assist the local authority <sup>[179]</sup> to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.



School attendance registers are carefully monitored to identify any trends. The School will inform the local authority where the child is normally resident<sup>180</sup> of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and Trafford local authority[181]. [182]

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

**Children and the court system:** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate[183].

**Children with family members in prison:** Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children[184].

## Appendix 2:

### Multi Agency Referral and Assessment Team (MARAT)

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#### Who to contact

MARAT  
Trafford Town Hall  
Talbot Road  
Stretford  
M32 0TH

[marat@trafford.gov.uk](mailto: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 3:

### 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 DSL, 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



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'



**Appendix 4:**

# Safeguarding Children: Note of Concern

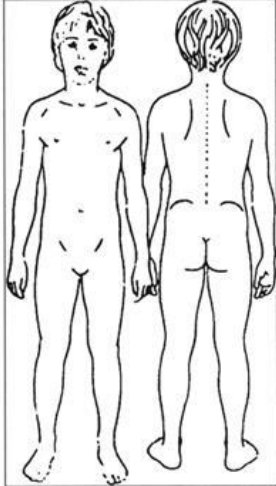


Name of Child:		Class :	Date:
Issue: Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. Please keep the account very factual. (Please continue on the back of page if necessary): Signed:			
How did you become aware of the issue? Please circle: <input type="checkbox"/> observation <input type="checkbox"/> disclosure			
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**

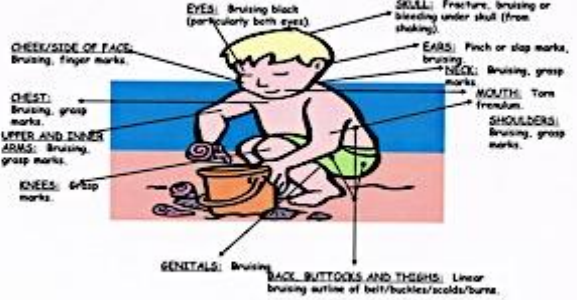
- Forehead
- Crown
- Bony spinal protuberances
- Elbows
- Iliac crest
- Knees
- Shins

### COMMON SITES FOR ACCIDENTAL INJURY



3

### COMMON SITES FOR NON-ACCIDENTAL INJURY



4



The Designated Safeguarding Lead  
(DSL)

is

.....

Your Deputy Designated Safeguarding  
Lead  
(DDSL)

is

.....

In their absence please contact

.....