



# Child Protection and Safeguarding Policy

## Academic Year 2021-22

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Author	V. Hayton - Designated Safeguarding Lead
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Approved by Governing Body	October 2021
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Review internal	1 year
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Responsible Person	John Davies – Interim Headmaster

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<b>Rationale for the policy</b>	<b>Altrincham Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment. All children have the right to be protected from harm.</b>
<b>Policy aim</b>	<b>To ensure that protocols and procedures are highlighted and ensure that information around each safeguarding issue can be better understood so that all adults working with the children and young people in our care can be kept safe from harm.</b>
<b>Author:</b> <b>Agreed and Authorised by:</b> <b>Date agreed:</b>	<b>Vicky Hayton - Designated Safeguarding Lead (DSL)</b> <b>SMT, Governing Body</b> <b>7<sup>th</sup> October 2021</b>
<b>Category:</b> <b>Circulation and publication:</b>	External School website, School OneDrive, Staff noticeboards

**This Safeguarding & Child Protection Policy is applicable to all pupils in the school, including those in the EYFS. This policy is available on the school website, and is reviewed and ratified annually by the DSL or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.**

#### **KEY EXTERNAL CONTACT DETAILS**

Local Authority Designated Officer. For allegations against adults in school.	Anita HOPKINS TEL: 0161 912 5125 EMAIL: <a href="mailto:firstresponse@trafford.gov.uk">firstresponse@trafford.gov.uk</a>
Local Authority Children's Social Services. First Response Team. Main contact for referral within Trafford for urgent Child Protection concerns.	TEL: 0161 912 5125 EMAIL: <a href="mailto:firstresponse@trafford.gov.uk">firstresponse@trafford.gov.uk</a>  Out of hours duty team: 0161 912 2020
Additional relevant Local Authority contacts  Contacts outside the Trafford area	<b><u>Warrington Multi Agency Safeguarding Hub (MASH)</u></b> Working hours, 01925 443322 / 442468 Outside of normal office hours, 01925 444400 <a href="mailto:childreferral@warrington.gov.uk">childreferral@warrington.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 2192895 EMAIL: <a href="mailto:firstresponse@trafford.gov.uk">firstresponse@trafford.gov.uk</a>
Designated Nurse for Safeguarding Children	Nicola Edwards 0161 9124489
Support and Advice about Extremism	<b>Police</b> Channel Team GMP CTU Tel: 0161 8566326 EMERGENCY: 999 NON EMERGENCY NUMBER: 101 EMAIL: <a href="mailto:channel.project@gmp.police.uk">channel.project@gmp.police.uk</a>

Including the Prevent Team	<p><b>Local Authority</b>  GMP Prevent Engagement Officer  Kim Parkinson –TEL: 07900 709270  EMAIL: kim.parkinson@gmp.pnn.police.uk  PREVENT LEAD: 0161 765 4587  Anti-Terror Hotline - 0800 789 321</p> <p><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></p>
NSPCC whistleblowing advice line Allegations about adults in School.	<p>ADDRESS: Weston House, 42 Curtain Road, London EC2A 3NH  TEL: 0800 028 0285  EMAIL: help@nspcc.org.uk</p>
Disclosure and Barring Service	<p>ADDRESS: DBS Customer Services, PO Box 3961, Royal Wootton Bassett, SN4 4HF.  TEL: 0300 0200190  EMAIL: <a href="mailto:customersevice@db.s.gov.uk">customersevice@db.s.gov.uk</a></p>
Teaching Regulation Agency	<p>ADDRESS: Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Rd, Coventry, CV1 2WT  TEL: 0207 593 5393  EMAIL: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a></p>
OFSTED Safeguarding Children  Independent Schools Inspectorate	<p>TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm)  EMAIL: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a></p> <p>TEL: 0207 6000100  EMAIL: <a href="mailto:concerns@isi.net">concerns@isi.net</a></p>

#### KEY SCHOOL CONTACT DETAILS

Governors	<p><b>Chair of Governors</b>  <b>Mr A Hill</b>  TEL 0161 928 3366  EMAIL: andrewhill@altprep.co.uk</p> <p><b>Nominated Safeguarding Governor</b>  <b>Mr J Davies</b>  TEL: 0161 928 3366  EMAIL: <a href="mailto:j.davies@altprep.co.uk">j.davies@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: v.hayton@altprep.co.uk</p> <p><b>Deputy DSLs:</b>  The school is located on three sites, EYFS, Pre Prep and Prep, the school has six Deputy DSLs:</p> <table> <tr> <td>Prep</td><td>Mr B Tagg (<a href="mailto:b.tagg@altprep.co.uk">b.tagg@altprep.co.uk</a>)</td></tr> <tr> <td>Prep</td><td>Miss E Scott (<a href="mailto:e.scott@altprep.co.uk">e.scott@altprep.co.uk</a>)</td></tr> <tr> <td>Pre Prep (Excluding EYFS)</td><td>Mrs A Stewart (<a href="mailto:a.stewart@altprep.co.uk">a.stewart@altprep.co.uk</a>)</td></tr> <tr> <td>EYFS</td><td>Miss M Ashworth (<a href="mailto:m.ashworth@altprep.co.uk">m.ashworth@altprep.co.uk</a>)</td></tr> <tr> <td>Nursery</td><td>Miss S Kelly (<a href="mailto:s.kelly@altprep.co.uk">s.kelly@altprep.co.uk</a>)</td></tr> <tr> <td>Nursery</td><td>Miss A Neild (<a href="mailto:a.neild@altprep.co.uk">a.neild@altprep.co.uk</a>)</td></tr> </table>	Prep	Mr B Tagg ( <a href="mailto:b.tagg@altprep.co.uk">b.tagg@altprep.co.uk</a> )	Prep	Miss E Scott ( <a href="mailto:e.scott@altprep.co.uk">e.scott@altprep.co.uk</a> )	Pre Prep (Excluding EYFS)	Mrs A Stewart ( <a href="mailto:a.stewart@altprep.co.uk">a.stewart@altprep.co.uk</a> )	EYFS	Miss M Ashworth ( <a href="mailto:m.ashworth@altprep.co.uk">m.ashworth@altprep.co.uk</a> )	Nursery	Miss S Kelly ( <a href="mailto:s.kelly@altprep.co.uk">s.kelly@altprep.co.uk</a> )	Nursery	Miss A Neild ( <a href="mailto:a.neild@altprep.co.uk">a.neild@altprep.co.uk</a> )
Prep	Mr B Tagg ( <a href="mailto:b.tagg@altprep.co.uk">b.tagg@altprep.co.uk</a> )												
Prep	Miss E Scott ( <a href="mailto:e.scott@altprep.co.uk">e.scott@altprep.co.uk</a> )												
Pre Prep (Excluding EYFS)	Mrs A Stewart ( <a href="mailto:a.stewart@altprep.co.uk">a.stewart@altprep.co.uk</a> )												
EYFS	Miss M Ashworth ( <a href="mailto:m.ashworth@altprep.co.uk">m.ashworth@altprep.co.uk</a> )												
Nursery	Miss S Kelly ( <a href="mailto:s.kelly@altprep.co.uk">s.kelly@altprep.co.uk</a> )												
Nursery	Miss A Neild ( <a href="mailto:a.neild@altprep.co.uk">a.neild@altprep.co.uk</a> )												

	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, these include: Headmaster <a href="mailto:Head@altprep.co.uk">Head@altprep.co.uk</a>
Designated Teacher for Looked After Children	Mrs V Hayton TEL: 0161 928 3366 EMAIL: v.hayton@altprep.co.uk
Headmaster	Headmaster TEL: 0161 928 3366 EMAIL: <a href="mailto:Head@altprep.co.uk">Head@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 including the Early Years Foundation Stage.**

This policy is reviewed and updated annually (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 OneDrive and within the safeguarding file in each staffroom.

### Related documents and policies:

#### **This policy has regard to the following guidance and advice**

- Keeping Children Safe in Education (Department for Education September 2021)
  - 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 March 2015) and the Sexual Violence and Sexual Harassment Between Children in Schools and Colleges advice (September 2021)
- Prevent Duty guidance: for England and Wales (April 2021) (*Prevent*). *Prevent* is supplemented by non-statutory advice and a briefing note:
  - *The Prevent duty: Departmental advice for schools and childminders* (June 2015)
  - *The use of social media for on-line radicalisation* (July 2015)
- Children Missing Education (Department for Education September 2016)
- Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (UK Council for Child Internet Safety August 2016)
- Searching, Screening and Confiscation (Department for Education January 2018)
- Relationships education, relationships and sex education (RSE) and health Education (July 2020)
- The DDCMS/UKIS guidance on "sharing nudes and semi-nudes: advice for education settings working with children and young people" (December 2020)
- Trafford Safeguarding Children Board's threshold document
- Trafford Safeguarding Model Policy 2021
- Trafford Safeguarding Children Board's "Encompass Procedures" (July 2017)
- Independent Schools' Bursars Association (ISBA) Child Protection and Safeguarding Template/Model Policy

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

Staff Behaviour Policy	Whistleblowing Policy
Prevent Duty Guidance Policy	Anti-Bullying Policy
Recruitment Selection and Disclosure Policy	Behaviour Management Policy
Channel Duty Guidance	Relationships Education and PSHE Policy
Guidance on Physical contact Policy	Security and Workplace Safety Policy
Policy on Pupils' Use of ICT, Mobile Phones and other Electronic Devices	Taking, Storing and Using Images of Children Policy
Bereavement Policy	Social Media Policy
Educational Visits Policy	Electronic Communications Systems Policy
Missing Child Policy	e-Safety Policy
Risk Assessment Policy	Pupil Supervision Policy

N.B. Reference should be made to the School's Security, Access Control, Workplace Safety, Lone Working Policy & Visiting Speaker 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 (Trafford Children's First Response).

## 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. Safeguarding and promoting the welfare of children is everyone's responsibility and the protection of boys at APS is the 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.

Parents are encouraged to raise any concerns directly with the School, if necessary using this Child Protection and Safeguarding Policy for concerns about the safety and/or welfare of children. Parents may contact the ISI directly if they wish.

Keeping Children Safe in Education (KCSIE) September 2021 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 2021 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.

APS 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 2021 (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.
- To ensure that all staff and volunteers read the DSL contact sheet, Part One and Annex B of KCSIE September 2021 (or any further updates), the Child Protection and Safeguarding Policy, the Staff Behaviour Policy, the School's Whistle Blowing Policy and the School's Risk Assessment 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 and Annex B through staff and phase group meetings and InSeT training, plus an annual quiz to test their knowledge.
- 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 site 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 RSHE lessons, class activities and assemblies. The School Policies relating to the use of social media are available on the School's OneDrive.
- 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 Trafford Children's First Response (formerly 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 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 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 John Davies, 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 Headmaster.

The Headmaster, 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 (Assistant Headmaster - Learning Support) [v.hayton@altprep.co.uk] – Level 4

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

- Prep (KS2): Mr Ben Tagg (Assistant Headmaster) [b.tagg@altprep.co.uk] – Level 4
- Prep (KS2): Miss Emma Scott (Assistant Headmaster) [e.scott@altprep.co.uk] – Level 4
- Pre Prep (KS1): Mrs Abbie Stewart (Assistant Headmaster) [a.stewart@altprep.co.uk] - Level 4

- EYFS: Miss Milly Ashworth (Assistant Headmaster) [m.ashworth@altprep.co.uk] – Level 4
- Nursery: Miss Sue Kelly (Nursery) [s.kelly@altprep.co.uk] – Level 4
- Nursery: Miss Abbie Neild (Nursery) [a.neild@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:

- Headmaster. Head@altprep.co.uk - Level 4

The signs and types of abuse are detailed within **Appendix 1** at the end of this policy.

The School has arrangements for listening to children and providing early help. Details of these arrangements and contact details for Trafford Children's First Response (formerly MARAT) can be found within **Appendix 2**.

## **DEFINITIONS OF SAFEGUARDING AND TYPES AND SIGNS OF ABUSE**

Safeguarding and promoting the welfare of children is defined 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.

## **PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD**

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must act immediately and 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.

The guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead ('DSL').

All staff should:

- Listen carefully
- Avoid asking leading questions
- Reassure the individual that the allegation/complaint will be taken seriously
- Ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report
- 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 one of the Deputy Designated Safeguarding Leads ('DDSLs')).

Where there is a safeguarding concern, the School will ensure the pupil's wishes 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. The School manages this through its pastoral care systems which provide opportunity for children to express their views and give feedback. The School operates its processes with the best interests of the pupil at their heart. **(see appendix 4 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 the Headmaster and staff are to refer to Trafford's "Encompass Procedures". (For full details see the School's website or [www.tssb.co.uk](http://www.tssb.co.uk)).

### **Contextual Safeguarding**

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**

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 or has a mental health need
- 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 a family member in prison, or is affected by parental offending
- 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.
- Is persistently absent from education, including persistent absences for part of the school day.

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 Strategic Safeguarding Partnership referral threshold document **(see appendix 2 for description of Trafford Children's First Response)**. 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 (see appendix 3 for the role of the DSL).

**What staff should do if they have concerns about a child - Summary Flow Chart**  
**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**

Designated Safeguarding Lead:  
 Mrs V Hayton (Learning Support Coordinator)  
 Deputy Designated Safeguarding Lead(s):  
 Mr B Tagg (Prep) Miss E Scott (Prep)  
 Miss S Kelly (Nursery and Prep)  
 Miss M Ashworth (EYFS)  
 Mrs A Stewart (Pre Prep)  
 Miss A Neild (Nursery)  
 Governor responsible for Safeguarding:  
 Mr J Davies

Concern put in writing on a  
 Safeguarding Note of  
 Concern form



Hand concern form to:  
 DSL or appropriate DDSL



Decision made to monitor  
 the concern.

Designated Deputy  
 Safeguarding Lead calls a  
 meeting with DSL &  
 Governor responsible for  
 Safeguarding to review  
 concern and to make a  
 decision about next steps  
 (meeting minuted)

Designated Safeguarding  
 Lead discusses decision  
 with another DDSL or the  
 Headmaster and agree to  
 refer

**Monitor**

**Refer**

Decision made to discuss  
 the concern informally with  
 the parents/carers

**Discuss**

Class teacher asked to  
 monitor child and feedback  
 to the Designated  
 Safeguarding Lead within  
 an agreed timescale

Once discussed with  
 parents Designated  
 Safeguarding Lead decides  
 to monitor or refer to social  
 care

Contact Details  
 Social Care Referrals:  
 Local Authority Designated  
 Officer (LADO) –  
 Trafford contact for  
 Referral: 0161 912 51525  
 Anita Hopkins  
 Trafford Children's First  
 Response

**Refer**

**Monitor**

*In exceptional circumstances,  
 anyone may report concerns  
 directly to children's social  
 care.*

**Record**

*NSPCC Whistleblowing Helpline  
 0800 028 0285*

Designated Safeguarding  
 Lead keeps concern form in  
 secure, confidential  
 safeguarding file.

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 (Trafford Children's First Response). 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 6 for details of how information is to be recorded (APS record of concern pro forma)**

### **What staff should do if a child is in danger or at risk of harm**

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 Strategic Safeguarding Board (TSSB) and referrals are made to Trafford Children's First Response. A copy of their local procedures can be found on Trafford's website <http://www.tssb.uk> or within a copy of Trafford's Model Safeguarding Policy a copy of which may be found on the school OneDrive.

### **What staff should do if a child is seen as at risk of radicalisation**

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 Prevent referral 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 Headmasterline and mailbox for non-emergency advice for staff and Governors 020 7340 7264 and [counter.extremism@education.gov.uk](mailto:counter.extremism@education.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)

NW Counter-Terrorism Unit Channel Team - 0161 856 6362 [channel.project@gmp.police.uk](mailto:channel.project@gmp.police.uk)

GMP Channel Lead: DS Julie Haworth - 0161 856 6362 or [julie.haworth@gmp.pnn.police.uk](mailto:julie.haworth@gmp.pnn.police.uk)

Coordinators	Email	Contact	Area
DC Paul Meadows	<a href="mailto:paul.meadows@gmp.pnn.police.uk">paul.meadows@gmp.pnn.police.uk</a>	0161 856 6373	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 (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')**

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 they have concerns that children are at risk from or involved with serious violent crime.**

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious crime. These may include increased absence from School, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or change in wellbeing and unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the DSL to agree a course of action, although staff can make a direct referral to children's social care.

### **How staff should respond to an incident of nudes and semi-nudes being shared by pupils**

All members of staff have a duty to recognise and refer any incidents involving nudes or semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns. If staff are notified or become aware of an incident involving nudes or semi-nudes being shared by a pupil or of a pupil they are required to refer the incident to the DSL as soon as possible. The DSL will follow the DDMC/UKIS guidance "Sharing nudes and semi-nudes: advice for educational settings working with children and young people" (December 2020) when responding to a report of sharing nudes and/or semi-nudes. A copy of this is stored on the School's One Drive.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Headmaster. Records will be kept in line with statutory requirements set out in the KCSIE local safeguarding procedures. No copies of imagery will be taken or retained.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the Police as a matter of urgency.

### **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 can be found within the **Missing Child** 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.

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.

### **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 Headmaster. Where there are concerns about the Headmaster, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Headmaster, 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 (LADO). Where there is conflict of interest in reporting the matter with the Headmaster, the referral should go direct to the designated officer(s) at the Trafford Local Authority (LADO). Staff may consider discussing any concerns with the School's DSL and make any referral via them. Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.

## **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 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 Bring your own Device Policy found on the school's OneDrive.

### **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'. 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 OneDrive. 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. 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 is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying (including cyber bullying) and physical abuse, which can include biting, hitting, shaking, kicking, hair pulling, or otherwise causing physical harm. It can also include: initiation/hazing violence and rituals, upskirting, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. It can also cause someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. 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". 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. 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.

The School takes the following steps to minimise the risk of peer-on-peer abuse. 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 recorded and treated as a child protection concern. All allegations of peer-on-peer abuse are recorded, investigated and dealt with. Support for victims, perpetrators and any other children affected by peer-on-peer abuse is provided, they will be kept safe and their ongoing wellbeing will be monitored closely. Risk assessments will be put in place for all involved in an incident, victim and perpetrator.

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 below rather than the School's Anti-Bullying and Behaviour policies. It is important that all staff challenge any abusive behaviours between peers.

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 (January 2018).

If a child or his/her parent informs an employee or volunteer about any form of abuse by another pupil in the school, the employee or volunteer should pass the information to the Designated Safeguarding Lead or the Headmaster (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.

Rape, assault by penetration and sexual assaults will be passed to the police. 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. Confidentiality and anonymity need to be considered when managing harmful sexual behaviours.

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 response to a report of sexual violence and sexual harassment between children:**

Any incidence of peer on peer abuse, where there is a report of sexual violence and sexual harassment between children, will be recorded, investigated and dealt with. All allegations are treated as a child protection concern and will be reported to Trafford First Response Team (children's social care). Police may be informed of any harmful sexual behaviours which are potentially criminal in nature. Any sexual assaults will be passed to the police. Where a report has been made to the police, the School will consult the police and agree what information can be disclosed to staff and others, in particular to the alleged perpetrator(s) and their parents or carers. 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. The school will keep a written record of all concerns, discussions and decisions made. The school will reflect on reported concerns, including decisions made and actions. Where a pattern is identified the School will decide on the appropriate course of action.

### **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/publications/sexting-in-schools-and-colleges> and a copy can be found on the school's OneDrive.

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 Assistant Head and support from external agencies will be sought, as appropriate.

## 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 Child Protection and Safeguarding 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 the school may decide to respond to the incident without involving the police or children's social care (the 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 Headmaster 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?

The DSL will 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 (where there may have been other victims); 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. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

## **Mental Health Policy**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. There are a number of issues associated with mental health such as eating disorders, self-harm, depression, self-image, anxiety, etc.

Self-harm and self-injury are ways that some young people cope with difficult and distressing feelings. This can be putting themselves in risky situations but also can be injuring themselves in some way. Sometimes this can be simply experimenting in risk taking behaviours in the same way as experimenting with drugs and alcohol, for example, and may not always be a sign of difficult and distressing feelings. It is not usually about ending their life, however sometimes young people feel unsure whether they want to die or not. Some young people do have suicidal thoughts and feelings and sometimes they harm themselves in ways that are very dangerous, and it is possible that they could accidentally kill themselves.

Adults working in schools play a key role in the identification of mental health needs or the potential for a child to be at risk to developing one, even though they may not be trained mental health professionals. School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. If staff have a mental health concern about a child, that is also a safeguarding concern and immediate action should be taken, to report the concern through the school's safeguarding processes.

## **Children Missing from Education policy**

In keeping with KCSIE, we require at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home. Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in the future.

Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education. If a child fails to turn up to school, we will follow up by sending an email home and then if no response, using the two emergency contact numbers we hold on our system will call parent/carers to understand the absence.

APS will monitor pupils' attendance through their daily registers. Where a pupil fails to attend school regularly, or fails to return following ten days authorised absence or is absent from school without authorisation for twenty consecutive days, this will be followed up with parent/carers to establish the reasons why and if there is no valid explanation, will be reported to the local authority.

Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016) and follow the Trafford First Response procedure.

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect Child Sexual Exploitation (CSE) or Child Criminal Exploitation (CCE) including involvement in county lines.

School staff members must follow the school's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016).

## **ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEADMASTER, 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 Strategic Safeguarding Board, 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.

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 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.

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

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Headmaster or, in his absence the DSL, Assistant Headmaster or appropriate DDSL leading the person's phase. If an allegation is reported to the DSL, the DSL will keep the Headmaster informed. Where the Headmaster, Assistant Headmaster or DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Headmaster or DSL is the subject of the allegation or concern, the Headmaster (if it is him), or DSL must not be informed of the allegation prior to contact with the Chair of Governors. However, staff may consider discussing any concerns with the DSL and make any referral via them.
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.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. 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.
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 of action, unless there is an objection by children's social care or the Police. 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.
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.
5. 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.
6. The case manager will discuss with the designated officer 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. 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).
7. 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.

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

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 and a copy will only be provided to the individual concerned. 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.

Allegations proven to be false, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Headmaster 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.

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

The School's staff behaviour policy and code of conduct can be found on the school's one drive. 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 Recruitment Selection and Disclosures Policy**

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. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

APS pays full regard to current Government guidance "Keeping Children Safe in Education" (September 2021). 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 Selection and Disclosures Policy).

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 and volunteers to work with children and young people is set out in the school's Recruitment Selection and Disclosures Policy.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's Security and Workplace Safety Policy.

## **MANAGEMENT OF SAFEGUARDING**

The School's lead DSL is Mrs Hayton who is a member of the Senior Management Team (SMT).

Mr Tagg, Miss Scott, Mrs Stewart, Miss Ashworth, Miss Neild and Miss Kelly are the DDSLs 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 every class room.

The role of the Designated Safeguarding Lead

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description, plus have the appropriate status and

authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL works with the Governors and the Headmaster to review and update the School's Safeguarding policy. 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.

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.

#### Deputy designated safeguarding leads

All deputies are trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated. During term time, the DSL will be available (during school hours) for staff in the School to discuss any safeguarding concerns. In the event of the DSL's absence, any safeguarding concerns will be initially dealt with the appropriate DDSL. For out of hours/out of term activities, the School's arrangements are that staff should make contact with the Headmaster (0161 9283366) who will ensure proper progress happens through liaison with appropriate personnel.

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

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 Strategic Safeguarding Board, 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:

- The Child Protection Policy and Safeguarding Policy, including information about the identity and role of the DSL,
- 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 B of KCSIE (*and Part five of KCSIE*).

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

Temporary staff and volunteers are provided with appropriate safeguarding and child protection training from the DSL.

All staff are also required to:

- Read Part One of KCSIE and Annex B (or Annex A, for those staff who do not have contact with children) 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.
- Understand key information contained in Part One of KCSIE plus the relevant annex. 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.

- Receive training in safeguarding and child protection regularly, in line with advice from Trafford, the police and/or the clinical commissioning group within Trafford. Training will include online safety and harmful sexual behaviours (including peer on peer sexual violence and harassment). It will also include Prevent awareness training 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. The School provides these via, for example, internal communication and staff/phase group meetings.

The cycle of training follows an annual face-to-face Full Child Protection Training through an external agency or an annual on-line training (EduCare) which includes safeguarding and child protection, child exploitation, on-line safety, prevent and prevention of bullying, child neglect and safer recruitment (for SMT).

The DSL provides regular updates to staff and will facilitate any additional training not covered by the 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. 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 and training in Trafford's approach to Prevent duties and harmful sexual behaviours. 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 to keep up with any developments relevant to their role as above.

The Designated Safeguarding Governor, DSL and deputy DSLs are trained to the same level as the DSL.

Training record:

Mr Davies	26/01/2021
Mrs Hayton	26/01/2021
Mr Tagg	26/01/2021
Miss Scott	14/10/2021
Miss Kelly	26/01/2021
Mrs Stewart	26/01/2021
Miss Neild	26/01/2021
Miss Ashworth	21/06/2019

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

Mr J Davies is the Governing Board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. He is a member of the governing body.

Pupil 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. 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.

The remit of the meetings also includes:

- 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.
- 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 annually.

The School draws on the expertise of staff, including the DSL and DDSLs, in shaping the School's safeguarding arrangements and policies.

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

Is responsible under the direction of the Headmaster, 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 Headmaster**

- The Headmaster is ultimately responsible for the implementation of the policy and ensuring that the outcomes are monitored. The Headmaster 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 is responsible for Safeguarding .
- The Headmaster is ultimately responsible for ensuring that all cases of suspected or actual problems associated with child protection are investigated and dealt with.
- The Headmaster will ensure that he is aware of the latest national and local guidance and requirements and will keep staff informed as appropriate.
- The Headmaster will ensure that appropriate training for staff is organised appropriately.
- The Headmaster will liaise with the Chair of Governors and the named Governor who is responsible for Safeguarding, 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 Headmasters' name and APS's policy for the protection of boys by their Line Manager or 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, Headmaster or the Assistant Headmaster. If in any doubt, they should consult with the Headmaster and/or the Assistant Headmaster.
- All relevant national and local procedures will be made available for staff reference and these are located in the DSL'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.

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

### **Teaching children how to keep safe**

The Governing Body, through the Headmaster, ensures that all pupils are taught about safeguarding, including online, through the curriculum and RSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. 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.

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

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's systems are managed by Fathom, the school's external consultancy firm, who use the filtering program "smoothwall". 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 can be found in the School's e-Safety Policy which also includes detail on the use of mobile technology in school (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 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 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. 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.

The School is required to undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the School. This will take into account any vetting requirements 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.

Visiting speakers, whilst on the School site, will be supervised by a school employee. 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 Security and Workplace Safety Policy.

Additional measures taken to safeguard pupils:

### **One to One Situations** (please refer to the 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 Headmaster or other senior colleague with delegated authority, e.g. Assistant Headmaster. Whatever the case, the Headmaster should be informed.

## **EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS**

### **Disqualification from working in childcare**

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 Selection and Disclosures Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified, 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. 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.

### **Use of mobile phones and cameras**

The School's policy on the use of mobile phones and cameras in the setting can be found in the school's Bring your own Device policy.

Staff who wish to use take photographs or video of pupils on a school device must first speak with the Headmaster to obtain his approval before taking any image of a pupil. Staff should refer to the Taking, Storing and Using Images of Children Policy which can be found on the school's OneDrive.

Parents are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from the Headmaster or the DSL.

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is Mrs Hayton, supported by Miss Ashworth who is the DDSL based in the EYFS setting.

### **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. 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.

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).

### **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 **Mrs V Hayton (DSL) & Mr J Davies (Safeguarding Governor)** (in consultation with the Independent Schools' Bursars Association (ISBA) Child Protection and Safeguarding Template/Model Policy (September 2021), Trafford's Safeguarding Model Policy (2021) and Keeping Children Safe in Education (2021), Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (D of E 2020).

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**  
**DSL Assistant Headmaster Learning Support**  
**Date: October 2021**

.....  
**Signed: Mr B Tagg**  
**Assistant Headmaster Prep**  
**Date: October 2021**

.....  
**Signed: Mrs A Neild**  
**Nursery and After School**  
**Date: October 2021**

.....  
**Signed: Mrs A Stewart**  
**Assistant Headmaster Pre-Prep**  
**Date: October 2021**

.....  
**Signed: Miss S Kelly**  
**Nursery and After School**  
**Date: October 2021**

.....  
**Signed: Miss M Ashworth**  
**Assistant Headmaster EYFS**  
**Date: October 2021**

.....  
**Signed: Miss E Scott**  
**Assistant Headmaster Prep**  
**Date: October 2021**

.....  
**Signed: Mr J Davies Interim Headmaster and**  
**Governor with specific responsibility for Safeguarding**  
**Date: October 2021**

.....  
**Signed: Mr A Hill**  
**Chair of Governors**  
**October 2021**

.....  
**Signed: Professor A R Hill**  
**Governor**  
**October 2021**

**Next review date: September 2022**

## **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.

For different types of abuse see - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

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

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

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

**Upskirting:** is now a criminal offence and typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

**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.

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

**Specific safeguarding issues:** behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults sexting and upskirting. 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.

**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.

**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.

**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.

• FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. 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.

**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 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. 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.

**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. 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 [fmua@fco.gov.uk](mailto:fmua@fco.gov.uk).

**Radicalisation:** Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. 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.

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.

**Special educational needs and/or disabilities:** 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
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing any signs and communication barriers in managing or reporting these challenges.

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.

**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.

**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.

**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. 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) This will assist the local authority 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 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, or in default of such agreement, at intervals determined by the Secretary of State.

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.

**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.

### **Modern Slavery**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation may take many forms including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information regarding the signs that someone may be the victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "Modern slavery: how to identify and support victims (June 2021)".

**Cybercrime:** is a criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber enabled' (crimes that happen off-line, but are enabled at a scale on-line) or 'cyber dependent' (crimes committed on-line). Children with a particular skill in computing may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or deputy) should consider referring into the Cyber Choices Programme. This is a nationwide police programme supported by the Home Office working with regional policing agencies. Additional advice can be found at Cyber Choices "NPCC – When to call the Police" and National Cyber Security Centre.

### **Child abduction and community safety incidents**

Child abduction is unauthorised removal or retention of a minor from a parent or anyone who is legally responsible for that child. It can be committed by parents or other family members by people known to the victim or not known to the victim, and by strangers. Other community incidents in the vicinity of the school can raise concerns about the child, for example people loitering nearby, or unknown adults engaging children in conversation. As children become older, it is broadly important to ensure they receive practical advice on how to keep themselves safe.

## **APPENDIX 2:**

### **Trafford Children's First Response (formerly MARAT)**

#### **Who to contact**

Trafford Children's First Response  
Trafford Town Hall  
Talbot Road  
Stretford  
M32 0TH

[firstresponse@trafford.gov.uk](mailto:firstresponse@trafford.gov.uk)

Tel: 0161 912 5125 (Mon – Fri 8:30-4:30) and emergency out of hours 0161 912 2020

#### **What is the Trafford Children's First Response (formerly MARAT) and what do they do?**

Trafford Children's First Response (formerly MARAT) is Trafford's single point of contact for all professionals and members of the public to report concerns, request advice and share information about a child and/or family.

Trafford Children's First Response 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 Trafford Children's First Response 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 Trafford Children's First Response?**

**Anyone** can contact Trafford Children's First Response, including parents, carers, young people, professionals, family members.

Where required Trafford Children's First Response will provide appropriate services to help people make contact with them e.g. interpreter.

## **APPENDIX 3:**

### **The Role of the Designated Safeguarding Lead**

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

#### **Deputy designated safeguarding leads**

All deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

#### **Availability**

During term time, the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, in exceptional circumstances availability via phone and or Zoom/Teams or other such media is acceptable. It is a matter for the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

#### **Manage referrals**

The designated safeguarding lead is expected to refer cases

- Of suspected abuse to the local authority children's social care as required; and support staff who make referrals to local authority children's social care;
- To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Where a crime may have been committed, to the Police, as required. Reference can be made to the NPCC document: When to call the Police (this document is available in each staff room).

#### **Working with others**

The designated safeguarding lead is expected to:

- Act as a source of support, advice and expertise for all staff;
- Act as a point of contact with the three safeguarding partners;
- Liaise with the Principal to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations and liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians the Learning Support Department and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- Liaise with the Mental Health and Wellbeing Support team, where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

· Work with the Headmaster and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:

- Ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

### **Information sharing and managing the child protection file**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance. Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives

### **Raising Awareness**

The designated safeguarding lead should:

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

### **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Understand the importance of the role of the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting education outcomes;
- Are alert to the specific need of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- Understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners and understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and,
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

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

### **Understanding the views of children**

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and,
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- Understand the importance of information sharing, both within the school and college, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

## **APPENDIX 4: Guidelines for Visiting Speakers**

Visiting speakers can add great value and enrich the programme of education for our boys. Once a rapport is established, visiting speakers can become a key part of our educational programme and may be encouraged to return on subsequent occasions.

The organiser of the visiting speaker is responsible for the event, although they may delegate this to another member of APS staff. This will usually entail:

- Initial contact to discuss and establish our needs. Establishing a date, time, age group and size of the presentation. Please check with the School Office with regard to diary commitments prior to booking any speaker. Ideally there should be time to prepare students before the visit and to arrange follow up activities, although this may not always be possible.
- The length, content, style and format of the presentation (including any visual aids) should be identified. All content should be consistent with the aims and ethos of APS, and in broader terms should not undermine the fundamental British values of democracy, rule of law, respect, tolerance and individual liberty.
- The speaker should be made aware of the context into which their presentation will fit, and the purpose and content of the presentation be discussed explicitly. If necessary, a Visiting Speaker Risk Assessment should be completed.
- The speaker needs to be aware of any boundaries, in particular the need for speakers to be impartial in the delivery of their presentation. We forbid indoctrination of any kind.
- Taking responsibility for any internal arrangements with colleagues and their pupils, including release from lessons.
- The organiser should be clear about any audio visual requirements of the presenter.
- The organiser must ensure that visiting speakers are signed in and are accompanied at all times to ensure that safeguarding requirements are fulfilled.
- The organiser must take responsibility for the visitor during the visit and the presentation – this is likely to include introducing the speaker and thanking them at the end of their presentation.
- The organiser should arrange for a letter of thanks to follow.
- In the event that the speaker expresses inappropriately partisan views, the presentation **must** be stopped immediately by the member of staff responsible. The speaker **must not** be allowed to continue and a written report of the incident must be made to the DSL with a record of actions taken.

### **Guidelines provided to Visiting Speakers when they arrive at School:**

#### **Welcome to Altrincham Preparatory School**

##### **Fire**

In the event of an emergency, please leave the building by the nearest fire exit, which will be identified by a green exit sign and assemble at the designated assembly point, communicated upon arrival. .

We pride ourselves in being a well-organised school with high expectations of behaviour and it is important that everyone is quiet throughout the mustering process.

##### **Keeping our Pupils Safe**

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

Adults who work regularly with pupils at the school must complete an enhanced Disclosure and Barring Service check with satisfactory results before commencing at Altrincham Preparatory School. All adults in school should be identified by a badge at all times.

Visitors to the site will be accompanied throughout their visit. Please sign in and out at the school or finance office and wear a visitor's badge at all times. An unidentified adult in school should be challenged and escorted back to the school or finance office as soon as possible.

Visiting speakers will have discussed the content of their presentation with a member of Altrincham Preparatory School staff prior to arrival, to ensure material is appropriate for pupils. Altrincham Preparatory School reserves the right to edit the final presentation if required.

If you notice that a child is unusually hurt or bruised or if he makes a comment which makes you feel uncomfortable, please ask a member of staff in the school or finance office for a Note of Concern form. Note everything the child has said, trying to use the exact words and giving as much detail as possible. Pass this form directly to the member of staff in the school or finance office who will ensure that it is dealt with as soon as possible.

##### **Mobile Phones, Photographs and Filming**

Please switch mobile phones to silent when on site and do not take calls in the presence of pupils.

We advise that you must not take photographs or film any children during your visit. Phones must not be out or seen when in the EYFS area.

##### **Toilets**

Please ask a member of staff from the school or finance office for their exact location during your visit.

## **APPENDIX 5:**

### **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 Appendix 6). The relevant Designated Safeguarding Lead, in consultation with the Governors' 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 Headmaster will inform the DSL, DSLs, the Headmaster and the relevant Class Teacher, as well as members of the Senior Management 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 Headmaster 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 Headmaster 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



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' (2021),  
'Working Together to Safeguard Children' (2018)  
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 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 6:

# Safeguarding Children: Note of Concern

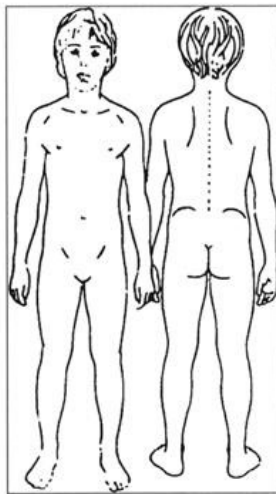


Name of Child:	Class :	Date:
Issue: Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. Please keep the account very factual. (Please continue on the back of page if necessary); Signed:		
How did you become aware of the issue? Please circle: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

## Signs of Physical Abuse

### Common Sites for Non-accidental injury

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



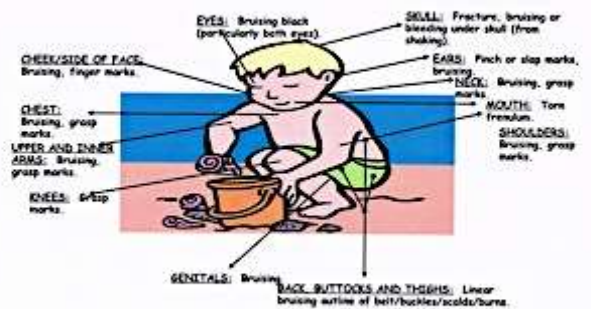
### Common Sites for Accidental injury

Forehead  
Crown  
Bony spinal protuberances  
Elbows  
Iliac crest  
Knees  
Shins

### COMMON SITES FOR ACCIDENTAL INJURY



### COMMON SITES FOR NON-ACCIDENTAL INJURY



## **APPENDIX 7: Change to Safeguarding Governor for the Autumn Term 2021**

For the Autumn Term 2021, Professor A R Hill (Governor) has been appointed to the position of the Safeguarding Governor.

Mr John Davies is the Interim Headmaster at the school during the Autumn Term 2021.

From 1<sup>st</sup> January 2022 this interim situation will cease and Mr John Davies will be the permanent Safeguarding Governor for the School.